Numéro EDUQ : 9170945

Niveau(x) d'enseignement: 1
Centre d'intérêt: 755

Gascon, Louise.

Module de perfectionnement collectif en didactique de l'anglais langue seconde. 4, Evaluation : workshop leader's manual / [Louise Gascon] ; Direction générale des programmes, Direction de la formation du personnel scolaire. -- [Québec] : Ministère de l'éducation, 1989.

253, [67] p. : ill. ; 28 cm + participant's workbook (139 p.).

Texte en anglais. Code: 28-2450 (manual); 28-2449 (workbook).

Vedette(s)-secondaire(s): Québec (Province). Direction de la formation du personnel scolaire

Descripteur(s): Anglais (Langue) * Langue seconde * Perfectionnement des enseignants * Module d'enseignement * Primaire (Ordre d'enseignement) * Secondaire (Ordre d'enseignement)

Ce module fait partie d'une série de quatre qui a pour but de faciliter l'organisation de sessions de perfectionnement collectif pour les professeurs d'anglais, langue seconde, aux niveaux primaire et secondaire. Il présente des activités couvrant cinq jours de perfectionnement. La présentation de ces activités comprend des objectifs, des stratégies d'enseignement, des notes explicatives ainsi que des questions de discussion.

Type de document:

MODULE DE PERFECTIONNEMENT
COLLECTIF EN DIDACTIQUE
DE L'ANGLAIS LANGUE SECONDE

9170945 · A

EVALUATION

MODULE 4

Workshop Leader's Manual

Direction générale des programmes
Direction de la formation du
personnel scolaire

April 1989

Evaluation

Author
Louise Gascon, C.S.R. Chauveau

Editing and Revision
Carolyn Green Racette

Field Test
Jean-Pierre Jobidon, C.S. Baie Comeau

Electronic Publishing
Multi-Services Traduction

Table of Contents

Page

Preface 1
Acknowledgments 3
Organization of the Module 5
The Module at a Glance 8
General Objectives and Content of the Module 9

Day 1

Objectives of Day 1 12
Table of Activities 13

Day 2

Objectives of Day 2 56
Table of Activities 57

Day 3

Objectives of Day 3........ 78
Table of Activities 79

Day 4

Objectives of Day 4 180
Table of Activities 181

Day 5

Objectives of Day 5 200
Table of Activities 201

Handout Kit 253

Preface

The idea for the development of a set of in-service teacher training modules, of which this is one, was originally suggested to the ministère de l'Éducation by the two associations for second-language teachers in Quebec.

The modules are designed to facilitate the organization of in-service teacher-training workshops (sessions de perfectionnement collectif) which school boards periodically offer to their personnel as the need arises. It is hoped that these modules will allow school boards to prepare their in-service training within a clear and coherent framework of activities.

Each module is intended for a five-day session. The modules progress logically from language acquisition to evaluation of communicative competence. Particular emphasis has been placed on methodological issues in the teaching of English as a second language.

In principle, any consultant or teacher with a solid background in second-language pedagogy should be able to lead the workshops using these modules. A certain amount of preparation and careful reading beforehand will nonetheless be required. However, the need to seek out human or physical resources beyond the individual school board should be minimal.

In English as a second language, four modules are available:

Module 1	Language Acquisition
Module 2	Methodology I
Module 3	Methodology II
Module 4	Evaluation

The content of the modules was determined by a steering committee composed of representatives from the ministère de l'Éducation, the Association québécoise des enseignants de français langue seconde (AQEFLS) and the Société pour la promotion de l'anglais langue seconde au Québec (SPEAQ). This committee favoured a pragmatic and inductive procedure in the design of the module: through practical experience and concrete activities participants will be led to general principles and pedagogical know-how.

The modules were written by individuals who had both an extensive background in the particular subject, experience in teacher-training and experience in the creation of pedagogical documents. A field test of each module was conducted with groups of teachers from both the primary and secondary levels of various school boards. As far as possible, the present version of the modules takes into account their comments and suggestions.

We hope that these modules provide a flexible and satisfactory means of organizing in-service training sessions for teachers of English as a second language and thereby contribute to an improvement in the quality of instruction they offer their students.

The Steering Committee

Acknowledgments

The design and development of these in-service teacher training modules would not have been possible without the co-operation of a number of individuals and institutions. We would particularly like to thank:

- **The authors**

Module 1	*Language Acquisition* **Patsy Lightbown** **Jude Rand** **Nina Spada**
Module 2	*Methodology I* **Louise Gascon**
Module 3	*Methodology II* **Thérèsa O'Farrell-Gagnon**
Module 4	*Evaluation* **Louise Gascon**

- **Those individuals** who graciously agreed to conduct the field tests of these modules, and their school boards, which offered their full collaboration during the field tests:

Suzanne Guay
Commission scolaire Saint-Exupéry
Commission scolaire Granby

Suzanne Roy
Commission scolaire
Des Chutes-de-la Chaudière

Jean-Pierre Jobidon
Commission scolaire Baie Comeau

Jacqueline Lord
Commision scolaire Pascal-Taché

- **The publishing companies and organizations** that generously granted us permission to reproduce extracts from their publications.

- **The Direction de la formation du personnel scolaire,** which provided the funds for this project and which also provided technical and administrative support.

- The **Société pour la promotion de l'enseignement de l'anglais langue seconde au Québec** (SPEAQ) and the **Association québécoise des enseignants de français langue seconde (AQEFLS)**, which participated in all aspects of the project.

The Steering Committee

Franklin McInnes
Direction la formation du personnel scolaire
Ministère de l'Éducation

Jonathan Munro Jones
Alida Piccolo
Direction générale des programmes
Ministère de l'Éducation

Marcel Danan
Association québécoise des enseignants de français langue seconde (AQEFLS)

Marian Olynyk
Société pour la promotion de l'enseignement de l'anglais langue seconde au Québec (SPEAQ)

Organization of the Module

• Duration and sequence

This module is intended as a unit; it should be given in its entirety and in the order in which it is presented. Each module has been divided into segments of one day each. However, some variations in timing may occur due to the background of the group to whom it is being presented.

While it is possible to give this module as one block of five days, it may be necessary to spread the module over a longer period of time. However, it is essential that Day 3 and Day 4 be grouped together.

• The workshop leader

It is recommended that the same person conduct the entire module. If this is impossible, it is essential that each of the workshop leaders involved have a thorough knowledge of the entire module and not only that segment for which they are responsible.

Similarly, it is essential that workshop leaders read the entire module through before attempting to conduct the workshop. They must also be completely at ease in the subject matter of the module.

As well as having a general grounding in communicative language testing, workshop leaders should read the following articles in preparation for the workshop.

- Swain, Merrill. "Large Scale Communicative Language Testing: A case Study." *Language Learning and Communication* 2(2), 1983. (Particularly relevant to Day 2)
- Rea, Pauline M. "Language Testing and the Communicative Teaching Curriculum" in Lee, Y.P. et al. (eds.). *New Directions in Language Testing*, Oxford: Pergamon Press, 1985.
(Particularly relevant to Day 3)

• The participants

Considering the nature of the module as a unit, it is essential that the participants attend all sessions in sequence.

It is not necessary that all participants teach at the same level. The field test of this module demonstrated that having a group of teachers from both primary and secondary levels provided a rich and valuable forum for exchange.

• Conducting the workshop

In order that these modules achieve maximum effect, it is essential that workshop leaders have an excellent knowledge of the content of the module, its general organization and particularly that of the individual days.

During the workshops, the leader should constantly refer to the present document and whenever necessary make appropriate changes. It is unwise to simply take all instructions and suggestions as immutable.

Preparation prior to the workshop is strongly suggested. Several activities require considerable manipulation of material; therefore, careful planning is essential.

• Activities

Each activity has:

- A summary description
- A procedure

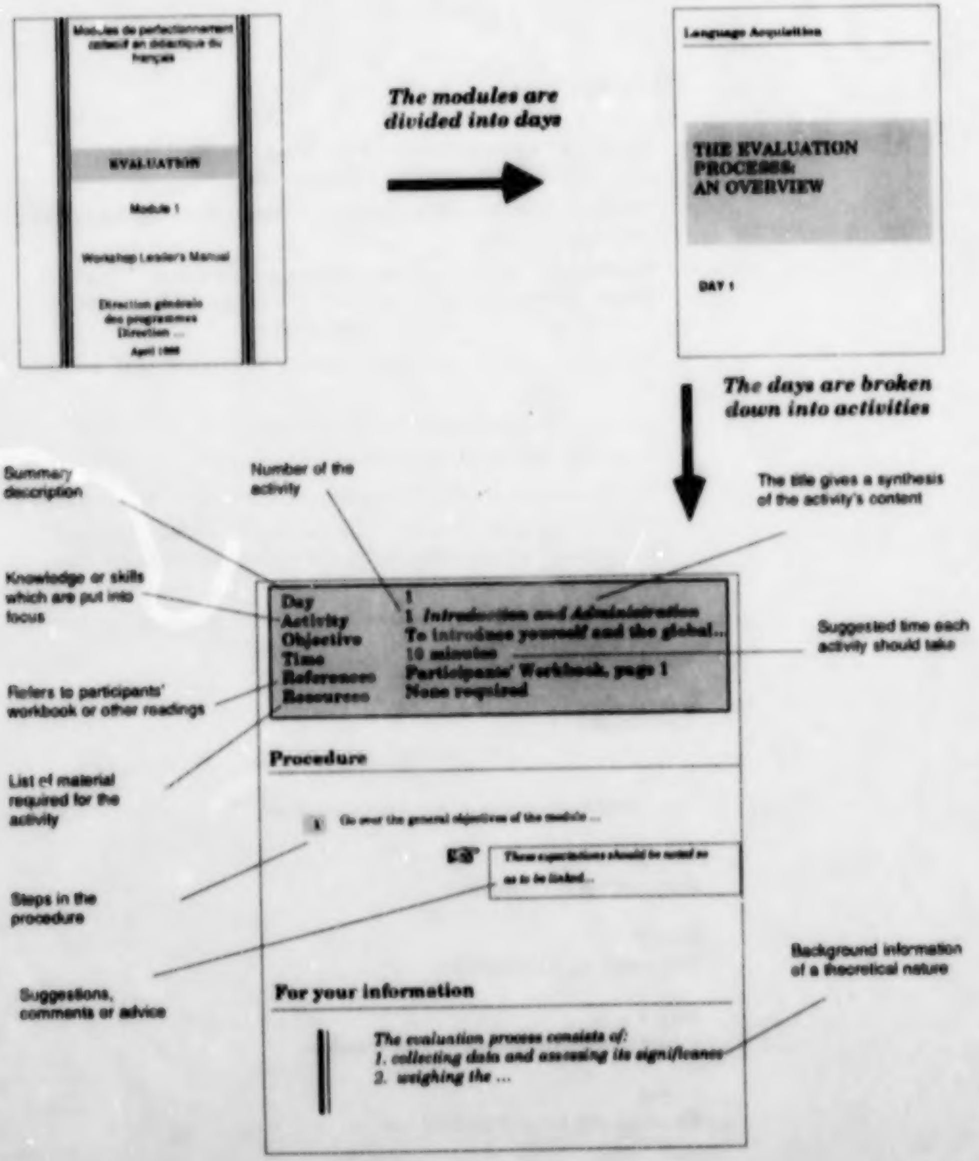
The summary description contains:

- The title and number of the activity
- Its objective
- The suggested time
- References either to corresponding pages in the participants' workbook or to other readings
- Resources, that is, various materials required to conduct the workshops.

The procedure contains:

- Successive steps in conducting the activity, numbered in the left-hand margin
- Comments and suggestions, denoted by a boxed text and by the symbol ☞
- For Your Information sections containing theoretical or background information; they are written in italics and double-barred on the left.
- Answer keys for all activities done by participants, indicated by a framed page.

The Module at a Glance


The modules are divided into days
The days are broken down into activities
Summary description
Number of the activity
The title gives a synthesis of the activity's content
Knowledge or skills which are put into focus
Suggested time each activity should take
Refers to participants' workbook or other readings
List of material required for the activity
Steps in the procedure
Suggestions, comments or advice
Background information of a theoretical nature

Modules de perfectionnement collectif en didactique du français

EVALUATION

Module 1

Workshop Leader's Manual

Direction générale des programmes
Direction ...

April [illegible]

Language Acquisition

THE EVALUATION PROCESS: AN OVERVIEW

DAY 1

Day	1
Activity	1 *Introduction and Administration*
Objective	To introduce yourself and the global...
Time	10 minutes
References	Participants' Workbook, page 1
Resources	None required

Procedure

1 Go over the general objectives of the module ...

These expectations should be noted so as to be linked...

For your information

The evaluation process consists of:
1. collecting data and assessing its significance
2. weighing the ...

General Objectives and Content of the Module

Objectives

- *To define what is meant by evaluation and situate it within the teaching/learning proces*
- *To show how the communicative approach affects evaluation practices*
- *To identify different types of test item formats and test items that are consistent with the evaluation purpose and the objectives to be evaluated*
- *To analyse different types of measurements instruments in order to:*
- *improve the instruments themselves*
- *to judge the validity of these instruments*
- *better assess student progress and student achievement*
- *To develop testing materials for use in formative and summative evaluation with the new programs in English as a second language (ESL)*
- *To develop and use measurement instruments for testing oral production*

Content

Day 1
The Evaluation Process: An Overview

Day 2
Formative Evaluation

Day 3
Summative Evaluation

Day 4
Practicum: Summative Evaluation

Day 5
Evaluating Oral Production

THE EVALUATION PROCESS: AN OVERVIEW

DAY 1

Objectives of Day 1

- ***To become familiar with an evaluation process consistent with the existing ESL programs***
- ***To become familiar with the concepts of formative and summative evaluation and their characteristics***

At the end of the session, the participants will be able to:

- identify the three stages of the evaluation process
- determine the influence of the guiding principles of the various ESL programs on evaluation procedures
- distinguish between formative and summative evaluation
- show the integration of teaching, learning and evaluating

Table of Activities: Day 1

Page

Activity 1
Objectives of the Module 14

Activity 2
The Evaluation Process 16

**Activity 3*
Evaluation in a Communicative Approach 21

**Activity 4*
Formative vs. Summative Evaluation......... 28

Activity 5
Testing What Is Taught 32

Activity 6
Formative Evaluation in the Teaching/Learning Process.............................. 45

Activity 7
Types of Formative Evaluation 48

---

*Indicates that an alternative procedure is provided.

Day	1
Activity	1 ***Objectives of the Module***
Objective	To identify the objectives of the module as a whole
Time	30 minutes
References	Participants' Workbook, page 12
Resources	None required

Procedure

1 Go over the general objectives of the module with the participants, eliciting comments and personal expectations.

☞ *These expectations should be noted so as to be linked to appropriate activities in the module.*

2 Establish clearly from the start that the ultimate purpose of the session will be to create examples to serve in preparing tests for formative and summative evaluation and that, therefore, all the activities will be done keeping this in mind.

GENERAL OBJECTIVES

This module has been designed to enable participants to:

1. **Define what is meant by evaluation and situate it within the teaching/learning process**
2. **Show how the communicative approach affects evaluation practices**
3. **Identify different types of test item formats and test items that are consistent with the evaluation purpose and the objectives to be evaluated**
4. **Analyse different types of measurement instruments in order to:**
   - **improve the instruments themselves**
   - **judge the validity of these instruments**
   - **better assess student progress and student achievement**

5. Develop testing materials for use in formative and summative evaluation with the new programs in English as a second language (ESL)
6. Develop and use measurement instruments for testing oral production

☞ *Make sure that participants have been warned to bring to the sessions copies of the program, the program guide and, where available, the evaluation guide (primary and first-cycle secondary).*

Notes

Participants' comments and personal expectations:

____

____

____

____

____

____

____

____

____

____

____

____

Day	1	
Activity	2	***The Evaluation Process***
Objective	To identify the three stages of the evaluation process	
Time	30 minutes	
References	Participants' Workbook, page 13	
Resources	Handout 1	

Procedure

1. **Tell the participants to turn to Activity 2, *The Evaluation Process* (page 14 in their workbook; Workshop Leader's Manual, page 18).**

2. **Ask them to read the example.**

3. **Then ask them to work in pairs. They should try to identify the three stages of the evaluation process and to complete the chart (page 15 of their workbook; Workshop Leader's Manual, page 19).**

☞ ***This activity will generate discussion arising from the participants' interpretation of the meaning of measuring, judging and deciding, particularly in terms of pinpointing the various components of each phase.***
Be prepared to give a definition for each of these terms and to clear up any ambiguities. (See For Your Information, following page.)

4. **Distribute the flow chart illustrating the three phases of the evaluation process and the components of each stage (Handout 1). Go through the chart with the participants making sure they understand what each component involves.**

5. **Conclude by giving a definition of the evaluation process (cf. For Your Information, below) and establishing a link between the example given and pedagogical applications.**

The evaluation process consists of:

1. *collecting data and assessing its significance*
2. *weighing the evidence and drawing appropriate conclusions*
3. *making decisions consistent with the purpose of the evaluation*

Before undertaking an evaluation sequence, it is necessary to determine if this evaluation is to serve formative or summative purposes. This purpose will have a bearing on the type of data which will be collected, the criteria and threshold levels by which performance will be assessed and the aspects to consider at the time of judging. Moreover, the purpose will determine the different courses of action to be considered at the time of deciding.

However, whether it is to serve as formative or summative assessment, the evaluation process always consists of the same three phases: measuring, judging and deciding/acting.

***Measuring**: Collecting, organizing and interpreting data; comparing the actual results of students' learning and development with intended outcomes.*

***Judging**: Weighing the evidence and the circumstances to determine as justly as possible the extent to which students have achieved an objective, taking into account other things we know about the students (e.g., at what point in the school year the evaluation is taking place).*

***Deciding/Acting**: Making considered decisions and taking deliberate action to ensure students' continuous progress (formative evaluation), or to determine students' final achievement (summative evaluation).*

The Evaluation Process

Study the following example and follow the instructions.

A group of students wanted to determine which would be the best type of string to use to fly a kite. They were looking for string which would be strong and inexpensive.

The students set up an experiment to choose the best string from among three different types of string. Dictionaries were tied to each string and suspended in order to determine how many dictionaries each string could hold without breaking. The following results were observed:

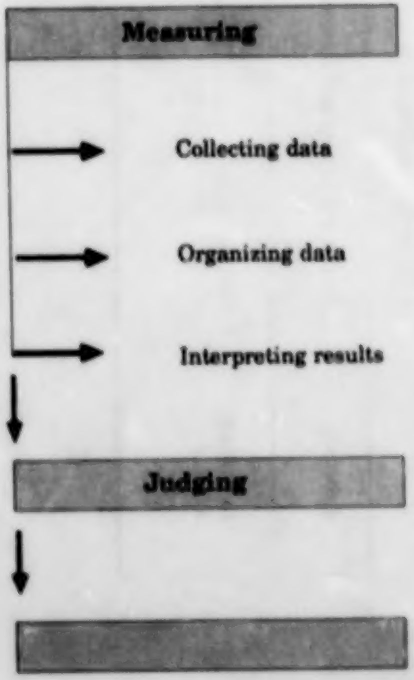
String A:	Holds two dictionaries Cost: $0.49 a metre
String B:	Holds one dictionary Cost: $0.45 a metre
String C:	Holds two dictionaries Cost: $0.53 a metre

The students decided to buy string A.

The Evaluation Process

Sequence

Purpose



Measuring

The collecting of data essential to the deciding phase. Measuring consists of:

Collecting data

- Collecting data directly related to the information being sought

Organizing data

- Analysing the collected data and organizing to allow interpreting

Interpreting results

- Drawing conclusions from the collected, organized data

Judging

Judging the collected data as justly as possible

Determining the best possible course of action with regard to student's future progress or achievement

Day	1	
Activity	3	***Evaluation in a Communicative Approach***
Objective	To identify the guiding principles of the various ESL programs and to determine how each can influence evaluation procedures	
Time	60 minutes	
References	Participants' Workbook, page 16	
Resources	Cardboard for posters Felt markers Tape Handouts 2A,2B For Alternative Procedure only: Handouts 2C, 2D	

Procedure

☞ *If using alternative procedure, remember to make photocopies of summary chart. (See Handout Kit.)*

1 Ask the participants to read the sections of their program dealing with its foundations and guiding principles and to decide which of the guiding principles have a bearing on evaluation. Refer the participants to the following pages:

- Primary: pp. 17-18
- First-cycle secondary: pp. 6-9
- Second-cycle secondary: pp. 9-11

2 Ask participants to work in groups of three and to prepare a chart illustrating their findings. Their posters should have two columns: one for the principles of the program and the other for their implications for the evaluation procedure.

3 Have participants share their findings and elicit comments from the group.

4 Then distribute Handout 2A (secondary programs) or Handout 2B (primary program).

5 Have participants compare the summary charts to their own findings.

6 Conclude by saying that evaluation procedures must respect the guiding principles of the ESL programs.

☞ *Note: Not all guiding principles have been cited in this activity; however, this does not imply that those omitted have no bearing on evaluation procedures. You may wish to add those omitted for extra discussion: needs and interests, different learning styles, bias for best.*

Summary Chart

ESL Secondary Programs

Guiding Principles	Implications for Evaluation
a) View language as a means of communication:	
• encourage the use of the second language in meaningful contexts	Instruments should reflect this preoccupation with contextualization, authenticity and meaning in the selection of texts and situations for evaluation purposes.
• organize activities that meet an authentic or realistic communication need	
• tolerate errors in form that do not interfere with the sending or receiving of messages	This tolerance of error applies equally to evaluation, since what is being assessed is communicative competence.
b) Stress the importance of practising the language in authentic or realistic contexts:	
• present activities for language practice within meaningful contexts that are rich in language possibilities	Instruments should contain samples of authentic speech that are different from the texts already studied.
• organize activities in which students are called upon to come to terms with unfamiliar language	The students will have to demonstrate their ability to deal with communication problems through tasks with which they are familiar but that are based on situations and texts that have not necessarily been dealt with before.
c) Place more emphasis on comprehension than on production:	
• provide many and varied opportunities for listening and reading	Evaluation will place greater emphasis and greater expectations on comprehension than on production.

Summary Chart

ESL Primary Program

Guiding Principles	Implications for Evaluation
1. Present activities within meaningful contexts, within a rich linguistic environment.	1. Instruments should contain samples of authentic speech in meaningful contexts.
2. Organize activities that meet an authentic or realistic communication need.	2. Instruments should reflect this preoccupation with authenticity in the selection of situations for evaluation purposes.
3. Give precedence to the message rather than the form.	3. The purpose of evaluation is to determine the students' ability to transmit and receive messages, not to determine their ability to manipulate language forms.
4. View language as a means of communication and tolerate errors in form that do not interfere with the sending or receiving of messages.	4. This tolerance of error applies equally to evaluation, since what is being assessed is communicative competence.
5. Integrate all four basic skills with special emphasis on listening and speaking.	5. The main focus of evaluation should be on oral-aural skills.

*Alternative Procedure

1 Ask participants to read the sections of their program dealing with its foundations and guiding principles.

2 Distribute charts in which words have been deleted in random fashion (Handouts 2C and 2D). Ask participants to work in teams and complete the charts using their programs.

3 Circulate among the groups and help out whenever necessary.

4 Finally, distribute Handouts 2A (secondary programs) and 2B (primary program). Have participants compare the summary charts to their own findings.

5 Conclude by saying that evaluation procedures must respect the guiding principles of the ESL programs.

Guiding Principles	Implications for Evaluation
a) View language as __________	
• encourage the use of the second language in ______________	• Instruments should reflect this preoccupation with ____________ and ____________ in the selection of texts and situations for evaluation purposes.
• organize activities that meet an ____________ or realistic communication need	
• tolerate errors in form that do not interfere with the __________ or receiving of messages.	• This ____________ applies equally well to evaluation since what is being assessed is ____________
b) Stress the importance of practising the language in ____________ contexts	
• present activities for language practice within meaningful contexts that are rich in __________	• Instruments should contain samples of ____ ________ that are __________ the texts already studied.
• organize activities in which students are called upon to come to terms with ____________	• The students will have to demonstrate their ability to deal with communication problems through __________ but which are based on __________ and texts that have not necessarily been ______ before.
c) Place more emphasis on ________ than on ______________	
• provide many and varied opportunities for ____________	• Evaluation will place greater emphasis and greater expectations on __________ than on ______ __________

Summary Chart

ESL Primary Program

Guiding Principles	Implications for Evaluation
1. Present activities within ______________ , within ______________________	1. Instruments should contain samples of ______________ in ______________ contexts.
2. Organize activities that meet an authentic or realistic ________ ______________________	2. Instruments should reflect this preoccupation with __________ _____ in the selection of __________ for evaluation purposes.
3. Give precedence to the message rather than ______________	3. The purpose of evaluation is to determine the students' ability to transmit and receive messages, not to determine their ability to manipulate language forms.
4. View language as __________ and tolerate ______________ that do not interfere with the sending or receiving of __________	4. This tolerance ______________ applies equally well to evaluation since what is being assessed is ______________ ______________________
5. Integrate all four basic skills with special emphasis on ________ ______________________	5. The main focus of evaluation should be on ______________

Day	1
Activity	4 ***Formative vs. Summative Evaluation***
Objective	To distinguish between formative and summative evaluation in terms of purpose, focus, method, moment of evaluation, agent and decision
Time	30 minutes
References	Participants' Workbook, page 17
Resources	Handout 3 For Alternature Procedure only: envelopes containing slips of paper each with one characteristic of formative or summative evaluation

Procedure

1. Refer the participants to the exercise *Formative Evaluation vs. Summative Evaluation* on page 18 of their workbook (Workshop Leader's Manual, page 29).

2. Ask them to work in pairs and to identify each statement as an example of formative or summative evaluation.

3. Allow 10-15 minutes for the work.

4. Check the answers with the group (see answer key on page 29). Elicit comments and answer any questions.

5. Then refer them to the chart *Differences Between Formative and Summative Evaluation* (Participants' Workbook, page 19; Workshop Leader's Manual, page 30) and ask them to fill in the blanks pertaining to purpose, focus, method, moment of evaluation, agent and decision.

6. Allow 10-15 minutes for pair work.

7. Distribute the completed chart (Handout 3) and allow participants to check their findings.

8. Clear up any ambiguities.

9. Conclude by asking participants how important they think formative evaluation is. Encourage discussion.

Answer Key

Formative Evaluation vs. Summative Evaluation

Identify each statement as an example of formative evaluation or summative evaluation.

	Statement	Identification
1.	I want to assess the degree of achievement of one objective.	Formative
2.	I want to obtain information that will help me modify my teaching strategies.	Formative
3.	I want to assess students' performance of one of the intermediate objectives of the program.	Formative
4.	I give my students a test every Friday afternoon to calm them down.	No evaluation
5.	I want to know where students are experiencing difficulties.	Formative
6.	I want to assess students' achievement of the terminal objectives of the program.	Summative
7.	I want to be able to make the right decisions to promote learning.	Formative
8.	I need to make a decision about promoting students to a higher grade.	Summative
9.	I wish to determine students' readiness for new learning.	Formative
10.	I want to inform students and parents of progress.	Formative

Answer Key

Differences between Formative and Summative Evaluation

Using the information in the previous activities, attempt to make a statement illustrating the differences between formative and summative evaluation.

	Formative Evaluation	Summative Evaluation
Purpose (why)	• Promote learning and students' progress	• Assess achievement on: — entire program — terminal segment of a program
Focus (what)	• Knowledge, skills and attitudes • Conditions that influence learning (class atmosphere, students' motivation, interest) • Learning specific to an objective	• Terminal objectives of program • Partial terminal objectives at end of each year of cycle program
Method (how)	• Less structured means such as: — informal observation — oral questioning — discussion • Instruments such as: — observation and rating scale — evaluation task and grid — oral or written tests	• Valid instruments based on: — definition of domain — evaluation situations compatible with a communicative approach
Moment (when)	• At frequent/regular intervals	• Once the program is completed • End of the school year
Agent (who)	• Shared responsibility: — teacher — student self-evaluation, student-teacher or student-peer evaluation	• Shared responsibility: — teacher — school board — MEQ
Decision	• Continue or modify teaching methods: — planning — choice of strategies, material • Present remedial or enrichment activities • etc.	• give credits (or not) • promote students (or not) • certification • student counselling • etc.

*Alternative Procedure

1 Do steps 1 to 4 on page 28.

2 Refer participants to the blank chart on page 19 in their workbook.

3 Divide participants in groups of two or three. Provide each group with an envelope containing slips of paper on each of which is written one characteristic of formative or summative evaluation.

4 Ask participants to place each characteristic in the appropriate slot on the chart.

5 Correct by eliciting responses for each slot.

6 Distribute completed chart (Handout 3).

☞ *Be sure to retrieve the envelopes and the slips of paper.*

Day	1
Activity	5 ***Testing What Is Taught***
Objective	To identify the approach and objectives of the program in order to establish what is meant by content and construct validity
Time	60 minutes
References	Participants' Workbook, page 20
Resources	Handouts 4A, 4B, 4C

Procedure

1 Introduce this activity by telling the participants that, now that they have established the distinction between formative and summative evaluation, they will study their respective programs to determine what should be considered for the purposes of formative evaluation or summative evaluation.

2 Tell the participants that, in order for an evaluation instrument to be valid, it must reflect both the contents of a program and the instructional approach being used. Furthermore, certain aspects of a program belong to the area of formative evaluation, while other aspects belong to the area of summative evaluation. Focusing on the correct dimension of the program is also essential to an instrument's validity.

3 Refer the participants to the incomplete *Testing What Is Taught* chart according to their level of interest: primary, first-cycle secondary or second-cycle secondary (respectively page 21, 24 or 27 in their workbook).

4 Allow sufficient time — about 30 minutes — for participants to study the program* and to complete the chart.

☞ *The purpose of the activity is to get the participants to sift through the program and to put its different components into perspective with regard to evaluation. The teamwork and discussion are the important parts of this activity. Participants will probably fill in the chart in French, since the programs are written in French.*

---

* Primary: pp. 16, 19, 23-26, 29-108
First-cycle secondary: pp. 7-9, 15-17, 25-64
Second-cycle secondary: pp. 9-11, 17-24, 37-60

5 Distribute the appropriate completed chart (Handouts 4A — Primary, 4B — first-cycle secondary, 4C — second-cycle secondary) and ask participants to compare their answers to those on the chart.

6 Tell participants working on the primary program that it is not necessary to list all intermediate objectives. An example of each skill is sufficient.

7 Emphasize that one cannot write a valid test if one is not thoroughly familiar with the program.

8 Tell the participants what construct validity is, thus ensuring they understand the importance of being familiar with the principles of the program.

9 Finally differentiate between content validity and construct validity. Use this opportunity to review what has been learned in the previous activity about formative and summative evaluation.

For Your Information

The foundation of the program, its approach and its contents have a direct bearing on any evaluation instrument's validity.

The evaluation situation must reflect the approach and techniques used during learning situations. (Of course, it is taken for granted that the learning situations are consistent with the instructional approach prescribed by the program.)

It is therefore essential for teachers to familiarize themselves thoroughly with the foundations of the program and with its guiding principles.

This type of instrument validity is known as construct validity.

The greater the difference between the instruments and the instructional approach of the program, the lower the construct validity and the less justice is demonstrated toward the students.

Summative evaluation is concerned primarily with terminal objectives (also, general and global objectives).

Formative evaluation is concerned with intermediate objectives, tasks, operations, functions, notions and subskills subsumed under the intermediate objectives or tasks.

Knowing which components of the program should be focused upon will ensure content validity:

Content validity = What is measured
Construct validity = How it is measured

Answer Key

Testing What Is Taught
Program: Primary ESL

Foundations of the Program	Global Objective
Instructional approach • Communicative approach • Functional use of language **Guiding principles** 1. Respect pupils' age level, needs and interests 2. Respect pupils' cognitive and affective development 3. Provide rich linguistic environment 4. Stress authentic or realistic contexts 5. Message is more important than form 6. Tolerate errors that do not interfere with sending or receiving a message 7. Integrate various skills **Organization** • Selection based on needs analysis and respect of pupils' age level and interests • Higher proportion of comprehension (receptive) skills • Stress oral-aural skills	The non-Anglophone pupil should be able to communicate in English in situations consistent with the needs and interests of his or her age group. **General Objectives** The pupil should be able to understand written and oral messages in a limited number of situations familiar to Anglophone children of the same age group. The pupil should be able to express himself or herself orally and in writing in a limited number or situations familiar to Anglophone children of the same age group.

Answer Key

Testing What Is Taught
Program: Primary ESL (continued)

Terminal Objectives				
Category	**Objectives**	**Functions**	**Weighting of skills**	**Degree of mastery**
Factual information	**1.1.1 to 1.5.2**	**Identify Describe Narrate**	**Listening: 30% (with no interaction)**	**Comprehension** **C**
Intellectual attitudes	**2.1.1 to 2.7.2**	**Express capability obligation certainty Agree/Disagree Offer Accept/Decline**	**Speaking: 15% (with no interaction)** **Listening/Speaking (interaction): 40%**	**Production** **E_3** **E_3**
Affective attitudes	**3.1.1 to 3.4.4**	**Express likes/dislikes intentions wants preferences**	**Reading: 10%** **Writing: 5%**	**E_4 (3.1.1-1.5.2)**
Inciting action	**4.1.1 to 4.9.4**	**Suggest Ask for help/Offer help Invite Warn Instruct Direct Ask for permission/ clarification Request people/things**		
Social acts	**5.1.1 to 5.5.2**	**Introduce Greet/Leave Thank Apologize**		

Answer Key

Testing What Is Taught

Program: Primary ESL (continued)

Functions and Notions			
Category	**Functions**	**General notions**	**Specific notions**
Factual information	Identify Describe Narrate	People Places Things Activities	Personal identification Parts of the body Clothing Occupations Family and friends
Intellectual attitudes	Express capability obligation certainty Agree/Disagree Offer Accept/Decline		Home Neighbourhood School surroundings Outings Places Transportation Time, seasons, weather
Affective attitudes	Express likes/dislikes intentions wants preferences		
Inciting action	Suggest Ask for help/Offer help Invite Warn Instruct Direct Ask for permission/clarification Request people/things		Home Neighbourhood School objects Leisure-time activities Sports equipment Food and drink Animals Holidays and other occasions
Social acts	Introduce Greet/Leave Apologize		School activities Leisure-time activities Sports activities Holidays and other occasions Time, seasons, weather

Answer Key

Testing What Is Taught
Program: First-cycle secondary ESL

<table>
<tr><th>Foundations of the Program</th><th>Global Objective</th></tr>
<tr><td rowspan="3">Instructional approach
• Communicative approach
• Functional use of language

Guiding principles
1. Respect students' needs and interests
2. Take into account different learning styles
3. Encourage a positive attitude toward learning
4. View language as a means of communication
5. Place more emphasis on comprehension than on production
6. Stress the importance of practising the language in authentic or realistic contexts

Organisation
• Greater importance to meaning than to form
• Text types consistent with language situations students are most likely toexperience in secondary 1 and 2
• 14 terminal objectives
• 2 main headings: comprehension, production</td><td>At the end of the secondary level, students will get along in English in everyday situations.</td></tr>
<tr><th>General Objectives</th></tr>
<tr><td>On completion of the first cycle of secondary school, the student should be able to understand a limited number of authentic oral and written messages that might be useful to him or her in actual and possible situations involving the second language.

On completion of the first cycle of secondary school, the student should be able to express himself or herself orally and in writing in a limited number of actual and possible situations involving the second language.</td></tr>
</table>

Answer Key

Testing What Is Taught

Program: First-cycle secondary ESL (continued)

Terminal Objectives			
Objectives	**Skills**	**Weighting**	**Degree of mastery**
1. To find out facts	Oral comprehension	30%	C_1 C_2
2. To find out what to do			C_1 C_2 C_3
3. To find out about interests, attitudes, feelings			C_1
4. To be entertained, to find main idea, important points			C_1
5. To find out facts	Written comprehension	30%	C_2 C_3
6. To find out what to do			C_1 C_3
7. To find out about interests, attitudes, feelings			C_2 C_3
8. To be entertained, to find main ideas, important points			C_3
9. To find out or to give facts	Written production	20%	P_1 P_2 P_3
10. To get someone to do something			P_2 P_4 P_4
11. To express interests, attitudes, feelings			P_1 P_2 P_4
12. To exchange information	Oral production	20%	P_3
13. To get someone else to do something			P_3
14. To discuss interests, attitudes, feelings			P_3

Answer Key

Testing What Is Taught
Program: First-cycle secondary ESL (continued)

Intermediate Objectives		Characteristics of Texts	
Text types	**Notions**	**Language**	**Other**
1.1 Weather reports	• Prevailing conditions • Temperature • Forecast • Place • Comparison	• Telegraphic language • Sentence length: maximum 10 words • Mainly nouns and adjectives • Some adverbs of time	• Recorded or live • Maximum speed: 35 words/15 seconds • About Québec • About the present day, the following day and subsequent days • 2 or 3 comparisons between cities or regions
5.1 Menus	• Names of foods • Types of foods • Description of meals • Prices	• 1 or 2 adjectives for each item • Prepositional phrases used to add detail	• Handed out to customers in a restaurant • Pictures may be used
9.1 Personal data card	• Personal data • Physical data	• Incomplete sentences acceptable • Sentence length: approximately 5 words • Elements should be listed	• Pictures may be used • Questionnaire form

12. 1 Conversations about a person	• Name of the person
	  • relationship to others
	• Physical description
	  • physical features
	  • clothes
	• Where the person can be found
	• Personality traits
	• Abilities
	• Goals
	• Obligations
	• Health
	• Comparisons
	• Past and present activities
		• Limited to 6 to 8 exchanges
		• Sentence length: approximately 8 words
		• Exchanges may contain 2 or 3 sentences
		• Greetings and polite expressions
		• Past, present and future time
			• To begin or end a conversation
			• To ask for or give information
			• To clarify or ask for clarification
			• To ask an information question
			• To answer an information question
			• To say whether something is true or false

Answer Key

Testing What Is Taught

Program: Second-cycle secondary ESL

<table>
<tr><th>Foundations of the Program</th><th>Global Objective</th></tr>
<tr><td rowspan="3">Instructional approach
• Communicative approach
• Functional use of language

Guiding principles
1. Respect students' needs and interests
2. Encourage a positive attitude towards learning
4. View language as a means of communication
5. Place more emphasis on comprehension than on production while integrating the two

Organization
• Take into account the learning process
• Greater importance to meaning than to form
• Grammar as enabling skill and not teaching focus
• Text types consistent with operations although no text type is compulsory
• Tasks based on operations</td><td>At the end of the secondary level, students will get along in English in everyday situations.</td></tr>
<tr><td>General Objectives</td></tr>
<tr><td>On completing the second cycle of secondary school, the student should be able to understand authentic oral and written messages using privileged operations (strategies).

On completing the second cycle of secondary school, the student should be able to express himself or herself orally and in writing in situations requiring different operations.</td></tr>
</table>

Answer Key

Testing What Is Taught
Program: Second-cycle secondary ESL (continued)

Terminal Objectives			
Objectives	**Category/Skill**	**Weighting**	**Degree of mastery**
1. To prove or disprove a hypothesis 2. To ask about actions to be carried out 3. To solve a problem or make a decision 4. To form an opinion or find out about other people's opinions 5. To find out about other people's interests, attitudes, feelings, goals 6. To find out about facts or events	Comprehension • Oral • Written	 24% 36%	Secondary 3: Rating 5 Secondary 4: Rating 7 Secondary 5: Rating 9
1. To tell someone or to ask about facts or events 2. To tell someone or to ask about the solution to a problem or a decision 3. To tell someone or to ask about actions to be carried out 4. To tell someone about one's own or others' interests, attitudes, feelings, goals, opinions, hypotheses and to find out about these things from others.	Production • Oral • Written	 16% 24%	

Answer Key

Testing What Is Taught

Program: Second-cycle secondary ESL (continued)

Intermediate Objectives		
Operations	**Tasks**	**Levels of difficulty**
Inferring meaning	1. Identify words related though meaning	1
	2. Make associations of ideas among different words	2
	3. Make predictions based on extra-textual support	1
	4. Make predictions based on set words or phrases	1
	5. Make predictions based on the introduction	2
	6. Make predictions based on a segment of the text	2
Finding global information (Skimming)	7. Identify key words/phrases in a text	1
	8. Identify key sentences in a text	2
	9. Identify main idea in a text	2
	10. Identify supporting ideas in a text	3
Locating specific information (Scanning)	11. Identify a discrete item of information	1
	12. Identify several discrete items of information	2
	13. Identify a global item of factual information	2
	14. Identify several global items of factual information	3
Looking for details	15. Distinguish between certain arguments for and against	2
	16. Distinguish between certain facts and opinions	3
	17. Distinguish between general statements and specific statements	2
	18. Identify certain subjective statements or prejudices	3
	19. Retrace the chronological sequence of facts or events	1
	20. Identify inconsistencies, absence of logical links or sequence of ideas	3
Comparing information	21. Identify information which is the same in several texts on same topic	1
	22. Identify information which is different, complementary or contradictory	2
	23. Identify similarities and differences among opinions, arguments, prejudices in several texts on same topic	3

Answer Key

Testing What Is Taught

Program: Second-cycle secondary ESL (continued)

Intermediate Objectives		
Operations	**Tasks**	**Levels of Difficulty**
Restating	24. Reformulate arguments for or against	3
	25. Reformulate facts or events	2
	26. Reformulate opinions, ideas, subjective statements or prejudices	3
	27. Reconstruct the chronological sequence of facts or events	1
	28. Relate similar or different information given by several people on same topic	2
	29. Summarize briefly the main information transmitted by several people on same topic	2
	30. Summarize briefly the main information transmitted by another person	3
Questioning	31. Ask one or more questions related to one more discrete items of information	1
	32. Ask a question related to one or more global items of information	2
	33. Answer one or more questions related to one or more discrete items of information	1
	34. Answer a question related to one or more global items of information	2
	35. Ask someone to clarify his or her question	1
	36. Ask someone to clarify the ideas he or she has expressed	2
Asserting	37. Express an opinion or formulate a hypothesis	2
	38. Formulate the main idea which represents the message transmitted by another person	2
	39. Describe the physical characteristics of a person, an animal, an object or a place	1
	40. Formulate one's own arguments on a given topic	3
	41. Express oneself using information transmitted by several people on the same topic	2
	42. Report facts or describe events	2
	43. Tell a story	3

Answer Key

Testing What Is Taught

Program: Second-cycle secondary ESL (continued)

Intermediate Objectives		
Operations	**Tasks**	**Levels of difficulty**
Discussion	44. Discuss the similarities and differences between one's own hypotheses and someone else's	3
	45. Discuss the similarities and differences between certain hypotheses and the facts, events, ideas expressed in a given text	3
	46. Discuss certain opinions or ideas expressed by another person	3

Day	1	
Activity	6	***Formative Evaluation in the Teaching/Learning Process***
Objective	To show how the planning of teaching/learning/evaluating is integrated	
Time	30 minutes	
References	Participants' Workbook, page 32	
Resources	Handout 5	

Procedure

1 Introduce the activity by telling participants that the focus of the activities for the rest of this day and the next day will be formative evaluation.

2 Draw attention to the fact that planning is essential to any form of activity.

This is particularly true in teaching, where a teacher has constantly to deal with schedules, deadlines and fixed numbers of periods in cycles and of minutes in periods.

Example
Underlying syllabus: although students may think they are playing a game, the teacher must know exactly what aspect of language acquisition is being focused upon.

3 Write on the board three questions a teacher asks before planning an ESL class (see diagram on page 47):

1. What are the intended learning outcomes?
2. What factors must be taken into account?
3. What kinds of intervention might be needed?

☞ *You may wish to point out that the ESL programs focus on the development of skills (comprehension and production).*

4 Elicit responses from the participants and write them on the board. Answers will vary, but the participants' experience should provide a good cross-section.

5 Write on the board four questions a teacher should ask before planning evaluation strategies (cf. diagram):

1. What information is sought?
2. When will evaluation be done?
3. By what means?
4. For what purpose?

6 Again, elicit responses and write them on the board. This time, you may need to provide a little more input. Refer to the diagram if necessary.

7 Finally, distribute the diagram (in Handout 5) and remind participants that these points will have to be kept in mind as they work on planning for formative evaluation in their classes.

Detailed Planning*

Teaching/Learning

What are the intended learning outcomes?

- objectives
  - attitude
  - skills
    - intellectual
    - technical
  - knowledge
- scope of each objective: where to begin and where to end

What factors must be taken into account?

- teacher's style, taste, limitations ...
- students' motivation, interests ...
- students' learning styles
- learning theory
- learning environment
- budgets
- etc.

What kinds of intervention might be needed ?

- teaching/learning strategies
  - learning activities
  - instructional support to overcome difficulties or reinforce achievement as necessary

Evaluating

What information is sought?

- extent of students' grasp of certain concepts
- students' knowledge of specific information
- students' level of skills development
- class atmosphere
- effectiveness of certain instructional methods
- etc.

When will evaluation be done?

before a learning activity (to assess what has been learned)

during a learning activity

after a learning activity or sequence of activities (to assess the extent to which one or more objectives have been achieved)

For whom will the evaluation be made?

- for one or more students

By what means?

- observation or analysis grid
- oral or written test
- interview
- self-evaluation sheet
- etc.

For what purpose?

- to assess the extent to which an objective may be, is being or has been achieved
- to inform the student, teacher and parents
- to improve instruction

---

* Ministère de l'Éducation, Guide for Evaluation in the Classroom, English Language Arts, Secondary. (MEQ 16-7221A-01).

Day	1
Activity	7 ***Types of Formative Evaluation***
Objective	To distinguish between different types of formative evaluation
Time	30 minutes
References	Participants' Workbook, page 33
Resources	None required

Procedure

1 Introduce this activity by telling the participants that, after gaining insight into the need to plan for formative evaluation, they have to be able to determine which type of formative evaluation will be best suited to a particular occasion.

2 Refer participants to the chart *Types of Formative Evaluation* (page 35 in their workbook and page 52 in the Workshop Leader's Manual) summarizing the various types and instances of formative evaluation.

☞ *Warn participants that the examples contained on this chart are by no means exhaustive and that they all may have had additional experiences with formative evaluation.*

3 Make sure the participants understand the notions of *subskill* and *holistic* assessment (see For Your Information, next page).

4 Ask the participants to do the *Formative Quiz* using the information in the chart *Types of Formative Evaluation*. Allow 5-10 minutes for completion.

5 Check answers with the group.

☞ *Remind participants to bring their teaching material for Day 2. Their programs and guides may also come in handy.*

For Your Information

Sub-skill

The term "skill" refers to a macro-concept and to a micro-concept. It is commonplace to see statements about the four skills of listening, speaking, reading and writing. All of us are familiar with these four macro-skills.

However, we can, if necessary, test not only the broader language skills but also the enabling skills of which they are made up.

Skill as a micro-concept (or sub-skill) means the more basic abilities required for the realization of language activities. For example, the task of finding words related through meaning presupposes the basic lexical knowledge required by the task and the ability to recognize cognates.

The task of identifying the main idea and the supporting ideas in a text supposes prior knowledge of sentence and paragraph structure.

Holistic Assessment

Evaluation of a student's performance as a global entity. Evaluation, usually through observation, of the communicative activity seen as a whole, with a global appreciation as the result.*

Formative Evaluation

Prospect

- *refers to formative evaluation in its diagnostic aspect*
- *when teacher needs to assess student's readiness to undertake new learning*
- *done before the learning activity*

Interactive

- *applied during instruction*
- *usually informal in nature*
- *by teacher, self-assessment, peer-assessment*
- *still inside learning situation*

**The communicative activity can be either oral or written work.*

Retrospect
(Retroactive)

- *used after one or more learning activities*
- *usually formal in nature*
- *short range*
  - *after one or a few learning activities*
  - *deals with contents of lesson*
  - *one objective*
- *long range*
  - *relatively long period of instruction*
  - *e.g., term evaluation*
  - *deals with several objectives*
  - *evaluation situation is different from learning situation*
  - *to check integration of objectives*
- *no longer in learning situation*
  - *to inform students and parents of achievement*

Answer Key

Formative Quiz

Identify each statement as an example of *prospect*, *interactive*, *short-range* or *long-range* and *retrospect* formative evaluation. In each case, indicate which type of instrument or technique is used.

Evaluation	Type
1. The teacher checks around the room as students work in pairs to complete a story.	Interactive Observation/Holistic
2. Grade 4 pupils have been asked to identify a series of pictures and to write the words on a grid. They check their own work against a completed grid.	Short range Self assessment grid
3. Before undertaking an activity on means of transportation, the teacher has students "brainstorm" and writes on the board all the words they know in relation to this subject.	Prospect Brainstorming
4. Six weeks after the beginning of the school year, the teacher gives a written test to evaluate the students' progress so far and to report to the parents.	Long range Written test
5. The teacher observes teams of students at work to assess the degree of participation of each student.	Interactive Observation
6. After working on a learning situation with the students for three weeks, the teacher gives a short oral test.	Long range Oral test
7. Secondary 1 students have been watching a film. The teacher gives them a series of short sentences and asks them to reconstruct the story they have just seen. The students then hand in their work to the teacher.	Short range Check students' work
8. The students have been working with horoscopes, and they are having difficulties understanding the texts. The teacher gives them a list of character traits that they must identify as positive or negative.	Interactive Evaluation task
9. As the students participate in conversations, the teacher observes the class and notes students' performance on a grid.	Interactive Observation and rating scale
10. The teacher designs an evaluation situation, making use of a meaningful context, in order to measure achievement of a group of objectives.	Long range Oral and/or written test

Types of Formative Evaluation

Types	Time	Focus	Characteristics	Instruments
Interactive	During instruction	• skill, sub-skill, notion, knowledge • conditions which influence learning: class atmosphere, student's motivation, interest	Informal Formal	• Informal observation • Holistic assessment • Oral questioning • Brainstorming/ discussion • Checking students'work • Observation, rating scale • Evaluation task, grid
Short-range retrospect	After one objective	• one objective, one skill, one sub-skill	Informal Formal	• Checking students'work • Written test • Oral test • Self-assessment grid • Evaluation task, grid
Long-range retrospect	After a set of objectives After a longer period of instruction	• a set of objectives, skills and underlying skills • more and more complex set of objectives as learning progresses • measures achievement (spiral approach	Formal	• Evaluation task, grid • Written test • Oral test
Prospect	Before instruction	• students'readiness for new learning • prerequisite knowledge, skills and subskills	Informal Formal	• Oral questioning • Brainstorming • Oral or written test • Evaluation task, grid

FORMATIVE EVALUATION

DAY 2

Objectives of Day 2

- ***To become familiar with various formative evaluation instruments***

At the end of the session, the participants will be able to:

- determine which evalution instruments are best suited to elicit certain information
- determine the focus, moment and integration of evaluation in a learning situation
- design formative evaluation instruments
- establish standards for formative evaluation instruments

Table of Activities: Day 2

Page

Activity 1
Instruments for Formative Evaluation 58

Activity 2
Integrating Formative Evaluation into a Learning Situation 65

Activity 3
Production of Instruments for Formative Evaluation 70

Activity 4
Criteria for Analysing Instruments 72

Activity 5
Round-table Discussion 74

Day	2	
Activity	1	***Instruments for Formative Evaluation***
Objectives	• To determine which types of instruments are best suited to elicit the information being sought • To give examples of various types of instruments	
Time	30 minutes	
References	Participants' Workbook, page 40	
Resources	None required	

Procedure

☞ *If Day 2 is not part of the same session as Day 1, be prepared to do a return on the activities from Day 1 (approximately 15 minutes' recapitulation) as an introduction to Day 2 activities.*

1 Introduce the second day's activities by asking the participants to express their views on the role of formative evaluation in the teaching process.

2 Ask participants to turn to page 41 of their workbook to study the chart Instruments for Formative Evaluation (see Workshop Leader's Manual, page 60).

3 Elicit comments.

Example
Have you ever used any of these?
Can you think of a situation when one or more of these could be useful to you?

4 Refer the participants to the examples of grids (*Student Interest Inventory, Speaking Assessment Record, Analysis of Group Process*) and ask for comments.

Example
Can you see ways of adapting these charts to various levels?
Can you think of further suggestions?

5 Tell the participants to go to the *Types of Instruments* questionnaire on page 45 of their workbook. Allow them 5-10 minutes to complete it. Check the answers with the group.

☞ *There may be a variety of answers. Warn participants that the examples given are by no means exhaustive and are meant only as samples of various possible types of instruments.*

Instruments for Formative Evaluation

Types of instruments	Focus of evaluation	Agent
Observation charts	• students' readiness for new activities • student interaction • student motivation, interest • attitude	• teacher • self-assessment • peer-assessment
Oral questioning	• conditions that influence learning • specific notion, skill • prior knowledge • attitude	• teacher
Descriptive assessment charts	• written production • oral production	• teacher • self-assessment • peer-assessment
Written questions and answers	• notion, sub-skill • intermediate objective • written task • function	• teacher
Written/oral quizzes	• one objective or a set of objectives	• teacher

Speaking Assessment Record

Student's name: ______________

Use this form to assess your classmate's performance during oral production.

Scales:
A: Most of the time
B: Some of the time
C: Rarely
D: Never

Skills/Functions	Date	Date	Date	Date
1. Uses appropriate utterances				
2. Asks information questions				
3. Produces 2-3 sentences to an exchange				
4. Answers information questions				
5. Asks or says whether something is true or false				
6. Asks for or gives information				
7. Clarifies or asks for clarification				
8. Uses greetings and polite expressions				
9. Suggests activities				
10. Accepts or refuses suggestions				
11. Invites				
12. Accepts or refuses invitations				
13. Asks for, gives or refuses permission				
14. Asks for, offers, accepts or refuses help				
15. Expresses interests, feelings				

Student Interest Inventory*

1. Have you read any books for pleasure lately?
   If so, what are some of the titles you liked best?
   Which title is your *all-time* favourite?

2. Do you have (a) favourite author(s)?
   If so, why?

3. What kind of fiction do you like?
   Animal ______
   Adventure ______
   Mystery ______
   Supernatural ______
   Sports ______
   Humour ______
   Science fiction ______
   Other: ______________
   Historical novels ______
   Career stories ______
   Problems of teenagers ______

4. What kind of non-fiction do you like?
   Biography ______
   Handicrafts ______
   History ______
   "How To" books ______
   People of other lands/cultures ______
   Science ______
   Outer space ______
   Travel ______
   Others ______

5. How easy is it to find books that interest you?
   What way(s) do you use to help find interesting books?
   Friends ______
   Parents ______
   Brothers/Sisters ______
   Librarians ______
   Teachers ______
   Other ______________

6. How often do you read the newspaper?
   What part(s) of the paper do you enjoy most?

7. Do you read a magazine regularly?
   If so, which one(s)?

8. Do you watch TV? If so, what are your favourite programs?

9. Do you go to movies? If so, what movies have you enjoyed most?

10. Do you have any hobbies or collections?
    If so, describe them briefly.
    What other activities do you especially like?

11. In the last 24 hours, how much time did you spend reading *for pleasure?*
    Is that amount typical? Explain.

12. How do you feel about reading *for pleasure?* Explain.
    Couldn't live without it ______
    Like it pretty much ______
    It's OK ______
    Don't like it much ______
    Never do it ______

---

* Ministère de l'Éducation. *Guide for Evaluation in the Classroom — English Language Arts Secondary* (MEQ 16-7221A-01).

Analysis of Group Process*

Observer's Role Analysis Chart

This chart is provided to assist the observer in collecting data in order to arrive at an overall assessment of participation in group discussion.

The group process is analysed by charting the number of times each member of the group speaks and what roles he or she assumes.

Sample Chart

Names	Asks questions	Gives support	Contradicts	Evaluates	Makes procedural statement	Gives information or opinion
Charlie	IIII	IIII		III	III	IIIII IIII
Meg	IIIII IIIIIIIIII	IIIII III		IIII	IIIIIIIII IIII IIII II	IIII IIII IIIII
Juan	IIII IIII	III III		IIII		IIIII IIII III
Joe	I		IIII IIII	IIIII IIII	IIII	IIIII III
Phyllis	III	IIII III			III	IIIII IIII IIII IIII II

Directions to the Observer

1. Design a chart similar to the one above to record data.
2. Note the contributions each member makes during the discussion:
   - by charting the number of times each student speaks
   - by categorizing the types of contributions each student makes during discussion
   - by evaluating the roles thus assumed

   Sample roles

• Questioner:	asks many questions or excellent questions
• Summariser:	tries to conclude certain sections of the discussion
• Peacemaker:	tries to resolve conflicts in the group
• Agitator:	disrupts the group
• Supporter:	tries to create a friendly atmosphere and encourage others
• Leader:	emerges as one who gives direction to the discussion by making procedural statements, etc.

3. Use this information in making an overall assessment of participation in group discussion.

---

* Ministère de l'Éducation. *Guide for Evaluation in The Classroom — English Language Arts Secondary* (MEA 16-7221A-01), p.100.

Answer Key

Types of Instruments

Study the list below. Decide which type(s) of instrument would be best suited to each focus of evaluation.

Focus of evaluation	Types of instruments
1. Students' knowledge of specific notions related to means of transportation	Oral questioning Written questions/answers
2. Students' attitude toward adventure stories	Oral questioning Observation chart
3. Oral performance of students taking part in a role-play	Descriptive assessment chart
4. Students' achievement of a particular intermediate objective	Descriptive assessment chart Oral questioning Written question/answer Written/oral test
5. Overall achievement of a set of objectives	Written question/answer Written/oral test
6. Students' use of required strategy for a specific task	Observation chart
7. Students' retention of knowledge acquired during the previous term	Oral questioning Written/oral test
8. Degree of students' participation during pair work	Observation chart

☞ ***This list is not exhaustive; several instruments could be used to measure the same focus.***

Day	2	
Activity	2	***Integrating Formative Evaluation Into a Learning Situation***
Objectives	• To determine the focus of evaluation for a learning situation • To decide on the moments of evaluation for a learning situation • To integrate ongoing evaluation into a learning situation	
Time	90 minutes	
References	Participants' Workbook, page 46	
Resources	ESL programs Program guides Evaluation guides Participants' class material	

Procedure

1 Introduce this activity by telling the participants that they will now plan, develop and analyse an instrument suited to formative evaluation, based on material they are already using in class.

☞ *Make sure that the participants come to the session equipped with their program, program guide, evaluation guide (if applicable) and class material*

2 Refer the participants to *Words — Words — Words*, a list of words associated with formative evaluation (page 47 of their workbook; page 67 in Workshop Leader's Manual).

3 Ask them to find a definition or a description for these words and then to transcribe them into the correct boxes in *Outline for Planning an Evaluation Procedure* (page 48 in Participants' Workbook and page 68 in Workshop Leader's Manual).

4 Allow 15-20 minutes for pair work. Then check findings with the group.

5 Then have the participants select a learning situation (module, chapter from class book, lesson, etc.) from their teaching material.

6 Ask them to study the material and identify the intermediate objectives (functions/notions, text types).

7 Then ask them to determine the focus of evaluation (notion, skill, sub-skill, objective, etc.)

8 Finally, ask them to decide on the moment of evaluation (prospect, interactive, short range, long range) and to complete the second outline (page 49 in their workbook and page 69 in Workshop Leader's Manual), describing the three phases: measuring, judging and deciding/acting.

☞ *Refer the participants to the evaluation guides for examples. Examine them with the participants (primary, pp. 70-81*; secondary, pp. 38-39).*

---

*In the primary example, the column "Mesure/évaluation" should be "Mesure"; there should be a separate column for "jugement".

Answer Key

Words — Words — Words

1. Read the following words or phrases and find a word or expression that describes each.
2. Transcribe the words or phrases from the first column into the proper boxes on the next page.

Word or phrase	Description
1. Measuring	Collecting data
2. Deciding	Course of action
3. Teaching/learning process	Time, activities, strategies
4. Planning	Prior to any procedure
5. Intermediate objectives	Immediate focus of learning, means to attain terminal behavior
6. Formative evaluation process	Measuring, judging, deciding
7. Notions	Knowledge
8. Terminal objectives	Ultimate focus of learning
9. Focus on evaluation	What is to be measured
10. Learning situation*	Activities, techniques, strategies
11. Judging	Weighing evidence, arriving at conclusion

* Already described on outline

Outline for Planning an Evaluation Procedure

Terminal Objective(s)

Teaching/learning program			Formative evaluation process			
Intermediate Objective(s)	Notions	Learning situation	Focus of Evaluation	Measuring	Judging	Deciding
		Here learning tasks to be undertaken are described: what the teacher will do/ what the students will do				

Outline

Learning situation	Objectives	Focus of evaluation	Measuring (instrument, interpreting data, threshold level)	Judging	Deciding/ Acting

Day	2	
Activity	3	***Production of Instruments for Formative Evaluation***
Objective	To practise producing instruments relevant to a particular learning situation	
Time	2-3 hours	
References	Participants' Workbook, page 50	
Resources	Participants' teaching material	

Procedure

1 **Ask the participants to work in teams of four.**

2 **Tell them to use the learning situation analysed in Activity 2, and to prepare an instrument for formative evaluation.**

3 **Go over the list of possible techniques with the participants (page 51 in their workbook).**

☞ ***You may also refer them to the first-cycle secondary pedagogical guide for practical examples of these techniques.***

4 **As participants work, circulate among the groups, encouraging, reviewing and giving out ideas and comments.**

Techniques Suitable for Formative Evaluation Tasks

1. Role play
2. Problem-solving using information in a text
3. Information-gap activities
4. Information-transfer activities
5. Note-taking
6. Identifying key words
7. Putting illustrations in order
8. Thinking of an appropriate title for a text
9. Choosing the text that is most appropriate to a given situation
10. Evaluating a series of statements as true or false in connection with a given text
11. Determining whether the desired information can be found in a given text
12. Relating the description of a person to a text
13. Summarizing the content of a text
14. Drawing conclusions on the basis of information received
15. Rewriting a text in telegraphic language
16. Using the cloze technique
17. Taking part in a conversation based on a series of pictures

Day	2
Activity	4 ***Criteria for Analysing Instruments***
Objective	To determine the quality of formative evaluation instruments
Time	30 minutes
References	Participants' Workbook, page 52
Resources	None required

Procedure

1 Go over the criteria for analysing measurement instruments (page 73 in Workshop Leader's Manual; page 53 in Participants' Workbook). Explain each criterion, so that the meaning is clear and the same for all participants.

2 If all the participants have created formal formative evaluation instruments in the previous activity, have them work in groups of four and rate their instruments, using the grid.

3 If only some groups have produced such an instrument in the previous activity, use that/those with the entire group. Have all participants rate the instruments that are available. This could be done as a whole-group activity if only one instrument is available. Make certain that copies of the instrument(s) are available for all participants.

4 If no formal formative evaluation instrument is available, use the following questions instead of the grid to rate the informal instruments.

- Which skill was focal?
- Does the instrument respect the orientations of the program?
- When can this instrument be used?
- What does it intend to diagnose?
- What type of decision (refer to evaluation process) could be made using the instrument?

Criteria for Analysing Measurement Instruments*

Check the appropriate box.	Always	Some-times	Rare-ly	Never
1. Are the situations authentic, realistic?				
2. Are the tasks purposeful?				
3. Are the notions and lexical items assessed in a meaningful context?				
4. Is it possible to identify the cause of specific errors (diagnostic feature)?				
5. Does the instrument demonstrate a tolerance for error that does not interfere with communication?				
6. Are the threshold levels of performance clearly indicated?				
7. Are the text characteristics prescribed by the program taken into account? (primary, first-cycle secondary only)				
8. Is the total rate acceptable? (second-cycle secondary only)				
9. Are the general and specific notions prescribed by the program taken into account? (primary, first-cycle secondary only)				
10. Does each item actually measure what it claims to measure?				
11. Is the instrument consistent with the degree of mastery prescribed by the program?				
12. Does the instrument reflect the instructional approach?				
13. Is the instrument consistent with the intermediate objectives of the program?				
14. Is greater emphasis placed on comprehension?				
15. Do the items present students with familiar lexicon and/or situations in different contexts?				

---

*Measurement instruments are formal formative evaluation tests designed to focus on specific intermediate and/or terminal objectives.

Day	2
Activity	5 ***Round-table Discussion***
Objectives	To allow the exchange of ideas and opinions regarding the problems and solutions pertaining to instruments in formative evaluation
Time	60 minutes
References	Participants' Workbook, page 54
Resources	Copies of the instruments produced by the participants

Procedure

1 Make sure that each participant receives a copy of every instrument produced during Activity 3.

☞ *Make the necessary arrangements beforehand, as it may otherwise be difficult or impossible to get copies made in time.*

2 Each team of participants presents the formative test it has produced and comments on its contents. Other participants may ask questions or offer comments.

3 Act as moderator and keep the discussion going. Allot a specific amount of time for each presentation so that all tests may be examined.

SUMMATIVE EVALUATION

DAY 3

Objectives of Day 3

- ***To become familiar with summative evaluation instruments that are coherent with a communicative approach to language teaching***

At the end of the session, the participants will be able to:

- differentiate between formative and summative evaluation
- use appropriate test models and formats for summative evaluation
- understand the notion of test validity
- understand the use of definitions of domain, test specifications and item specifications

Table of Activities: Day 3

Page

Activity 1
Summative Evaluation 80

**Activity 2*
Test Models and Formats 82

Activity 3
Characteristics of Good Instruments 89

Activity 4
Practice in Evaluating Test Items 93

Activity 5
Definition of Domain — Test Specification — Item Specification 175

*** This indicates that an alternative procedure is provided**

Day	3
Activity	1 ***Summative Evaluation***
Objectives	• To provide a definition of summative evaluation • To identify the various phases of the evaluation process
Time	30 minutes
References	Participants' Workbook, page 60
Resources	None required

Procedure

☞ *If Day 3 is not part of the same session as Day 2, be prepared to do a return on the activities from Day 2 (approximately 15 minutes' recapitulation) as an introduction to Day 3 activities.*

1 Ask participants to do the cloze text on page 61 of their workbook as a whole-group activity. Encourage discussion of alternative answers.

2 When the text has been completed, give participants a few minutes to read the text as a whole.

Answer Key

Summative Evaluation

Summative evaluation is a process the purpose of which is to assess achievement on an **entire program** or on a **terminal segment** of a program. It is **formal** in nature, which means that it is carried out using valid **instruments** based on a definition of **domain** and made up of evaluation **situations** compatible with a **communicative approach**. Summative evaluation occurs once the program is **completed**, or at the end of a **school year**.

The summative evaluation process includes three phases: **measuring**, **judging** and **deciding**.

The **measuring** phase includes several steps: planning, production of items, administering the test, marking and analysis of the results.

During the **planning** of the test, teachers sort out ideas about the **program** or syllabus in order to identify the **focus of evaluation** and to determine test **content**. Summative evaluation essentially concerns itself with general and **terminal** objectives. After determining which item types will test an adequate representative **sample** of the program, item writers must produce realistic situations and set a series of **tasks** that will demonstrate students' ability to use **English** to function in these situations. Items, once written, are **revised** and re-written if necessary to achieve optimum **validity** of the instrument. The finalized test is then administered to the **students** and marked by the **teachers**.

The results are compiled and **analysed**. This analysis will serve as the basis for the second phase of the evaluation process: **judging**. This phase constitutes an **appreciation** of students' **achievement** with regard to the **entire program**. As well as test results, the overall **performance** of the student is taken into account. The third and final phase, the **deciding** phase, will determine which course of action to follow. The choices include **certification**, **promotion** to a higher grade, awarding of **credits**, guidance **counselling** and registration for **summer school**.

Throughout the **process** of evaluation, evaluators should be concerned primarily with providing **students** with an opportunity to demonstrate what they **know** and to perform to the best of their **ability**.

Day	3
Activity	2 ***Test Models and Formats***
Objective	To explore various test models and formats suitable for summative evaluation
Time	30 minutes
References	Participants' Workbook, page 62
Resources	For Alternative Procedure : Handouts 6 and 7

Procedure

☞ ***You should become familiar with the many specific terms used throughout this activity and use them as often as possible in the discussion.***

1 **Refer the participants to *Test Models* (page 63 in Participants' Workbook). Allow a few minutes for them to go over the models and bring out the italicized points (Handout 6 contains the same information).**

Test Models

1. Integrated model

- Four skills together in one test
- Four skills tested at the same time, in no necessary order

4 SKILLS

L R S W

- *This model most nearly approaches the authenticity of a genuine situation.*
- *For reasons of applicability, it can rarely be of practical use in a classroom situation.*

2. Semi-integrated model

- Several skills integrated
- One or more skills separated out and tested at different times

3 SKILLS		**1 SKILL**
L R W		**S**
	or	
2 SKILLS		**2 SKILLS**
L S		**R W**

- ***This model allows some authenticity in the evaluation situation, while testing one or more skills at different times.***
- ***In terms of practicality, this model is easier to manage than the integrated model in a classroom situation.***
- ***The speaking skill may be tested separately, either as an isolated skill or as part of an integrated listening/speaking test.***

3. Segregated model

- Each skill treated as a separate test

L S R W

- *This is an example of single-focus testing.*
- *This "atomistic" approach to testing does not produce the realistic, authentic context essential to testing communicative competence.*
- *This model might be useful in a formative evaluation situation, where a diagnostic judgment is often based on the results of testing a discrete component.*
- *This model does not correspond to the learning situation, where an integration of skills is sought; it is therefore the least appropriate model to use for summative evaluation.*

2 Tell the participants that another aspect to consider in the design of a test is the test format.

3 Write the words "Test Format" on the board and list the following words: open-ended tests, closed-ended tests, restricted response tests.

4 Ask participants to define/describe each term, making sure the following points are brought out:

Open-ended tests, while the most likely to be authentic, may present marking problems in terms of objectivity, economy and practicality.

- In certain cases, open-ended tests may call for performances beyond the scope of the average primary or secondary student.

Closed-ended tests (multiple-choice tests), while affording the greatest objectivity of scoring and economy in marking, have few of the characteristics of normal communication.

- This format is incompatible with correctly assessing certain skills. For example, it would be illogical to ask a student to pick out the key words in a text, and to provide a choice of words.

Restricted-response tests, while preserving an element of objectivity in marking, allow the students to actually produce a response.

- They provide limited authenticity while offering a more practical format than the open-ended test.
- Short answer questions are examples of restricted-response tests.

5 Ensure that participants are fully aware that test formats may vary, depending on the information sought.

Example

- Closed-ended tests may be the best format to use for assessing enabling skills, specific notions or other discrete points.
- Open-ended or restricted-response tests will be preferred to assess communicative competence.

6 Refer participants to *Task-Based Test Design* and allow a few minutes for reading (Participants' Workbook, page 64 and Workshop Leader's Manual, page 87).

7 Ask the participants, working in teams of three or four, to study the communicative characteristics and find an example to illustrate each one.

8 Each team then presents its examples to the group.

Answer Key

Task-Based Test Design

Language must be tested in the way in which it is taught. It is therefore essential to formulate a test design that reflects what happens in the classroom, not only in terms of content, but also in terms of methodology.

Classroom activities are structured around a series of tasks reflecting the students' real-world needs and interests, where language is used as a means to an end and not as an end in itself.

The test design should therefore replicate the classroom task design, integrating a variety of objectives and language skills already familiar to the students into a meaningful situation.

In the communicative approach to language teaching, the emphasis is not on linguistic accuracy, but on the ability to function effectively in a particular language situation. Similarly, tests should present conditions that approximate to real life, and the tasks presented should reflect communicative characteristics.

1. **Realistic context**
   Tasks and context are realistic for a particular group of students.

   Example: Students in high school shouldn't be asked to role-play guests at afternoon tea at Buckhingham Palace.

2. **Relevant information gap**
   Students have to process information that is relevant to their real-life situations and that is not known to them.

   Example: Students should not be forced to ask if someone is wearing glasses if it is obvious that he or she is.

3. **Scope for personal input**
   The tasks allow students the possibility of producing personal responses.

   Example: Students are asked to answer questions from their personal point of view, not to give a stock reply. "Do you like apples?" Not everyone does — expect a variety of personal taste.

4. **Appropriately sized input**
   The size and scope of the task should reflect the input normally expected in real life.
   Example: Don't ask students to give full-sentence answers to questions like "What's your name?" "George" is a natural reply. A ten-sentence description of a pet might push anyone's creative imagination!

5. **Normal time constraints**
   The tasks should be accomplished under normal time constraints.
   Example: Students don't need two-minute pauses after every utterance heard. They shouldn't need an hour to write a postcard.

*Alternative Procedure

1 Refer the participants to page 63 of their workbook and go over the models with them.

2 Distribute Handout 6, *Test Models*, and ask them to read the italicized notes, adding explanations whenever necessary.

3 Tell the participants that another aspect to consider in the design of a test is the test format.

4 Distribute Handout 7, *Test Formats*. Ask the participants to read it. Point out that test formats may vary, depending on the information sought.

Example

- Closed-ended tests may be the best format to use for assessing enabling skills, specific notions or discrete points.
- Open-ended or restricted-response tests will be preferred to assess communicative competence.

5 Refer the participants to *Task-based Test Design* (page 64 in their workbook). Allow a few minutes for reading. Then, as a group, work on examples, eliciting responses from the group and if necessary providing examples of your own.

6 You may also refer the participants to the pedagogical guides or the programs.

Test Formats

Open-ended tests, while the most likely to be authentic, may present marking problems in terms of objectivity, economy and practicality.

- In certain cases, open-ended tests may call for performances beyond the scope of the average primary or secondary student.

Closed-ended tests (multiple-choice tests), while affording the greatest objectivity of scoring and economy in marking, have few of the characteristics of normal communication.

- This format is incompatible with correctly assessing certain skills. For example, it would be illogical to ask a student to pick out the key words in a text, and to provide a choice of words.

Restricted-response tests, while preserving an element of objectivity in marking, allow the students to actually produce a response.

- They provide limited authenticity while offering a more practical format than the open-ended test.
- Short answer questions are examples of restricted-response tests.

Day	3
Activity	3 ***Characteristics of Good Instruments***
Objectives	• To explore the notion of validity
	• To provide criteria for evaluating instruments and test items
Time	30 minutes
References	Participants' Workbook, page 65
Resources	None required

Procedure

1 Refer the participants to *Types of Validity* on page 66 in their workbook. Ask them to read the text and jot down answers to the questions on page 67. Check their answers and elicit comments.

Types of Validity

Validity
What aspects of the language is the test designed to measure, and how well does it, in fact, measure the global skills or the discrete elements of the language? For example, if a test is designed to measure aural comprehension, it must do exactly this and not measure another skill, such as reading.

Face validity
The more a test looks as if it is testing what it is intended to measure, the better it is. In other words, if communicative competence is being tested, the test should contain realistic situations and authentic documents. A page from a travel brochure should look like a page from a travel brochure.

Content validity
What is, in fact, being tested. Content validity may be assured by checking all the items in the test to make sure that they correspond to the instructional objectives of the program. In summative evaluation, the ultimate focus is on terminal objectives.

Comprehensiveness
The test should contain the appropriate proportions of items from all aspects of the program. This is assured by adhering to the definition of domain and to the test specification. The test specification should relate to the syllabus and reflect language focus, skills weighting and task types prevalent in teaching.

Construct validity
How the test is designed. The test must reflect the instructional approach of the program. Language must be tested in the way in which it is taught. The more the test tasks reflect dynamic communicative characteristics, the more relevant the resulting language behaviour will be. Tests cannot be constructed simply by putting together a random selection of tasks, however authentic they may be.

Answer Key

Questions	Answers
1. A test checks the objectives of the program; which aspect does it reflect?	Content validity
2. The test is based on the audiolingual approach; which aspect is not respected?	Construct validity
3. The oral production test checks comprehension as well. What's wrong?	Validity
4. There are grammar items (changing sentences from active to passive) in the test. What's not respected?	Construct validity
5. Fifty percent of the test is on production — written and oral. What's wrong?	Comprehensiveness Content validity
6. The test wants to check comprehension and uses the format of a newspaper for the student's copy. However this newspaper doesn't look like one. What's wrong?	Face validity

2 Refer the participants to page 68 in their workbook, *Criteria for Establishing Test Validity*. Allow a few minutes for reading.

3 Elicit comments from the participants, supplying explanations where necessary.

4 Point out that the criteria listed were selected to assure optimum validity of measurement instruments for summative evaluation.

5 Conclude by telling them that they will be using these criteria the following day and that it is therefore important that all the criteria be very clear to them.

6 Emphasize that in order for a test to be acceptable **all ten** of these criteria **must** be met.

Criteria for Establishing Test Validity

	No	Yes
1. The instrument reflects the instructional approach.		
2. The instrument presents authentic, realistic situations.		
3. The tasks prescribed are purposeful.		
4. The tasks are subject to normal time constraints.		
5. The instrument allows for personal input on the part of the student.		
6. The instrument is consistent with the degree of mastery prescribed by the program.		
7. The instrument's primary focus is on terminal objectives.		
8. The instrument demonstrates a tolerance for errors that do not interfere with communication appropriate to the grade level being tested.		
9. Greater emphasis is placed on comprehension than on production.		
10. The weighting of each objective measured is consistent with the definition of domain and test specification.		

Day	3
Activity	4 ***Practice in Evaluating Test Items***
Objective	To give practice in evaluating test items according to criteria established to assure optimum validity
Time	90 minutes
References	Participants' Workbook, page 69
Resources	Handouts 8 (primary), 9 (first-cycle secondary) and 10 (second-cycle secondary) Handout 11 (sufficient quantities for each item being evaluated by each group)

Procedure

1. Participants work in pairs or groups.

2. Distribute sample items according to the level of teaching of each teacher.

3. Refer the participants to the chart *Criteria for Evaluating Test Items* (page 70 in their workbook, page 94 in Workshop Leader's Manual). Go over the chart with the participants and give explanations where necessary.

4. Explain to the participants that each item they will see is faulty because at least one of the criteria has not been applied.

5. The participants study the sample items and determine which criteria have not been applied in each case.

6. At the end of the activity, the participants share their findings while the workshop leader acts as moderator. (See the answer keys on pages 139-174).

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		
3. Each item actually measures the objective it claims to measure.		
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		

Practice in Evaluating Test Items

- **Primary**

Primary: Item 1

1.5.2 **Suite à l'écoute d'un court récit l'élève sera capable de montrer qu'il a compris.**

- Tu vas entendre un récit. Écoute-le attentivement.

A story about kites from Japan

People fly kites in a lot of countries. In Japan there is a story about two robbers and a kite. There were some gold dragons on a roof, and the robbers wanted to take the gold. But how? The building was very high and the robbers could not climb up. Then one robber said, 'I 've got an idea! Let's make a huge kite and fly up to the roof!'

Did they get the gold? The story does not say.

Mets un (√) sous les mots qui correspondent à des choses que tu as compris dans le texte:

place	maison	toit	édifice	argent	échelle	petit cerf-volant

Primary: Item 2

Directives

Pour chacun des numéros suivants, tu auras dans ton cahier un court texte rédigé en français. On te lira le texte, puis tu entendras quatre phrases en anglais. Choisis la phrase qui convient le mieux à la situation.

14. Tu as prêté ton livre à Louise. Tu en as besoin et tu veux ravoir ton livre. Que diras-tu à Louise?

(A) Please give me my book.
(B) It's my pencil.
(C) Please give me your book.
(D) Please give me my books.

15. Le professeur d'éducation physique veut réchauffer son groupe en le faisant courir. Que dira-t-il?

(A) O.K. class, let's jump.
(B) O.K. class, let's run.
(C) O.K. class, let's walk. Don't run.
(D) O.K. class, run and walk.

16. Ta maman veut s'acheter un nouveau tapis pour son salon. Comment indiquera-t-elle au vendeur qu'elle veut l'examiner?

(A) Can I have this carpet?
(B) Can I see this carpet?
(C) This carpet is too expensive.
(D) I don't want this carpet.

17. Louise est au dépanneur et remarque un objet bizarre sur le comptoir. Quelle question posera-t-elle au commerçant?

(A) What's in the box?
(B) What's this?
(C) What do you want?
(D) How much is it?

18. **Jean-François possède une belle collection de timbres. Il désire qu'on lui envoie un timbre rare. Que demandera-t-il à l'interlocuteur à qui il téléphone?**

    (A) I like this stamp.
    (B) Can you send me the chinese stamp on page 23?
    (C) Is this your stamp?
    (D) Can I see that stamp?

19. **Marie adore regarder la télévision. Elle veut savoir si Charles est aussi un amateur de télévision. Quelle question posera-t-elle à Charles?**

    (A) Do you have a T.V. set?
    (B) Do you want a T.V. set?
    (C) Do you like to watch T.V.?
    (D) Is your watch on the T.V. set?

20. **Pierre devait être à l'école à 8 heures et il arrive à 8h20. Que dira-t-il à son professeur en entrant dans la classe?**

    (A) Sorry! It's too late.
    (B) Sorry! I'm late.
    (C) Sorry! Are you late?
    (D) Sorry! Who is late?

21. **Les parents de John t'invitent au restaurant. Tu as le goût d'un dessert. Sa maman te demande: "Do you want a dessert? Que répondras-tu?**

    (A) Oh! No thank you.
    (B) Oh! Yes please.
    (C) Oh! Yes it is.
    (D) Oh! What a big sundae!

22. **Paul est plus grand que toi. Lorsque vous marchez ensemble sur le trottoir, tu dois toujours essayer de le rattraper. Que dis-tu à Paul lorsque cela se produit?**

    (A) Let's wait.
    (B) Wait for me.
    (C) Wait and see.
    (D) Don't wait. Go!

Primary: item 3

Directives

Pour chacun des numéros suivants, on te demande de choisir la réponse appropriée en rapport avec la phrase qui est écrite dans ton cahier.

40. His books ________ red.

(A) His
(B) Is
(C) Are
(D) Will

41. John, ________ that a bird?

(A) What
(B) Are
(C) Is
(D) Yes

42. Is it a red house? Yes it ________ .

(A) Is
(B) Are
(C) Will
(D) Won't

43. ________ this? It's a stamp.

(A) How
(B) What's
(C) Where's
(D) When

44. Paul and Alice ________ happy.

(A) Are
(B) Is
(C) Will
(D) Isn't

45. There ________ any biscuits in the table.

(A) Isn't
(B) Aren't
(C) Is
(D) Are

Primary: Item 4

A. *Lis le texte et réponds aux questions 51 à 60*

1986 Pop Singers

I like music and songs. My favorite singers are Corey Hart and Madonna.

Corey Hart is 24 years old. His birthday is on May 31. It's in spring. He has three sisters and one brother. He lives in Toronto. His songs are "Boy In The Box", "Never Surrender" and "I Always Wear Sun Glasses At Night".

Madonna is 27 years old. She has brown and blond hair. She wears flashy clothes and big earrings. She is from the United States. She sings "Material Girl", "Celebration" and "Like A Virgin".

Every Friday night, I go out with my friends. We dance and we listen to our favorite music.

Primary: Item 4
(continued)

51. Where does Corey Hart live?

a) in spring
b) in the United States
c) in Toronto
d) "Boy In The Box"

52. How old is Corey?

a) twenty-four
b) twenty-six
c) thirty-four
d) thirty-one

53. What does Corey sing?

a) "Happy Birthday"
b) "Material Girl"
c) "Never Surrender"
d) in Toronto

54. When is Corey's birthday?

a) in May
b) Friday night
c) in the United States
d) 24

55. How is Madonna's clothes?

a) brown and blond
b) flashy
c) big
d) "Like a virgin"

56. Where does Madonna live?

a) in Toronto
b) in spring
c) in the United States
d) "Boy In The Box"

57. What do you like?

a) his birthday
b) big earrings
c) blond hair
d) music and songs

Primary: Item 4
(continued)

58. Are your favorite singers Corey Hart and Madonna?

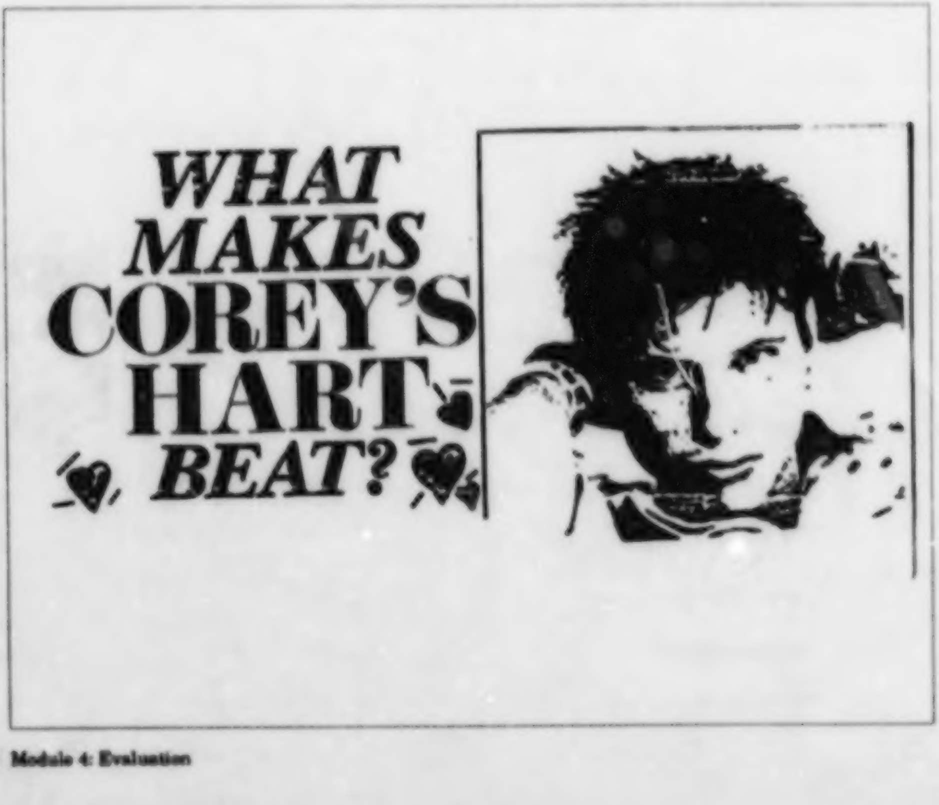
a) Yes, it is
b) Yes, I am
c) Yes, they are
d) Yes, she is

59. When do you listen to music?

a) with my friends
b) one brother
c) on May 31
d) every Friday night

60. Who has a brother? (d'après le texte)

a) Corey Hart
b) my friends
c) Madonna
d) I have

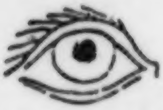


WHAT
MAKES
COREY'S
HART-
BEAT?

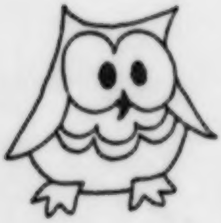
Primary: Item 5

B. Identification: Choisir le mot qui correspond à l'image pour les numéros *61* à *68*.

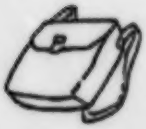
61.a) ear
b) head
c) mouth
d) eye



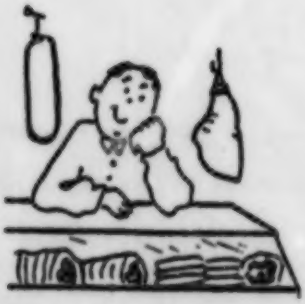
62.a) butterfly
b) owl
c) beaver
d) squirrel



63.a) desk
b) eraser
c) sharpener
d) schoolbag



64.a) priest
b) waiter
c) nurse
d) butcher



C. *Compléter la phrase en utilisant le mot question*(Who, What, How, When) *qui convient.*

69._______________ is in grade 6?

a) Who

b) What

c) How

d) When

70._______________ does a hen give? It gives eggs.

a) Who

b) What

c) How

d) When

71._______________ old are you? I'm 12 years old.

a) Who

b) What

c) How

d) When

4. *Choisir la bonne réponse*

72.Where do you buy flowers?

a) at the hospital

b) in the kitchen

c) on the table

d) at the flower shop

Primary: Item 6
(continued)

89. J'ai une ligne de 10 cm à tracer.
Je me servirai :

a) chalk

b) locker

c) eraser

d) ruler

90. For breakfast Martine eats:

a) a glass of water

b) softdrinks

c) cereal and eggs

d) orange juice

91. Dialogue entre Linda (L) et Henri (H):

L: Hello Henry!
H: Hi Linda!
L: Are you __________ ?
H: Yes, I am.
L: What do you want to drink?
H: Milk, please.

a) hungry

b) thirsty

c' cold

d) pretty

Primary: Item 7

Question 1

Mise en situation

Les amis de Joe sont en train de jouer à *Qui suis-je*? Il s'agit de découvrir l'animal-mystère. Les amis lui posent des questions sur: le caractère de l'animal, sur son apparence physique, sur le lieu où on le trouve, sur son âge. Avec les indices, tu pourras découvrir l'animal-mystère.

Consigne

Sur quoi portent les questions de tes amis? Mets un "x" dans la bonne case.

Dialogue

A: Peter:	Is it a big animal?
Joe:	No.
B: Nancy: (1)	This animal is gentle?
Joe:	Yes.
C: Nancy: (2)	Is it a two leg animal?
Joe:	Yes.
D: Nancy: (3)	Can we see this animal on the top of a tree?
Joe:	Yes.
E: Nancy: (4)	Does this animal live in cold countries?
Joe:	No.
F: Mike: (1)	Can we see this animal in a zoo?
Joe:	Yes.
G: Mike: (2)	Does this animal look a bit like a person?
Joe:	Yes.

	caractère	physique	âge	où
A. Peter:		X		
B. Nancy (1):	X			
C. Nancy (2):		X		
D. Nancy (3):				X
E. Nancy (4):				X
F. Mike (1):				X
G. Mike (2):		X		

Practice in Evaluating Test Items

- **First-cycle Secondary**

First-Cycle Secondary: Item 1

2e secondaire

Objectif 1.2 Bulletin de nouvelles sportives

Consigne: Écoute bien le texte suivant et réponds à la question.

Texte:

Clint Malarchuk was named player of the week in the NHL this week. This is the second straight week the Quebec Nordiques player has earned the title. With superb goaltending, Malarchuk has allowed an average of only two goals per game. The Nordiques have won seven of their last eight games.

Question: Qui sont les Nordiques de Québec ?

A) Au Québec.

B) Un sobriquet pour les québécois.

C) Une équipe de hockey.

D) Une émission de télévision.

First-Cycle Secondary: Item 2

Objectif 2.1: Directives

Niveau: Secondaire II

- 2e Item -

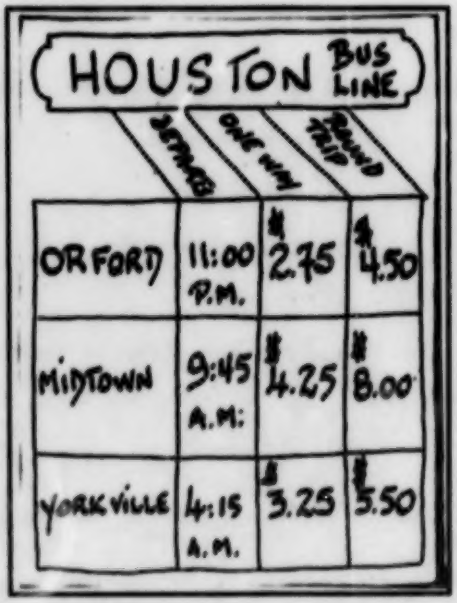
Consigne: Écoute les directives et réponds à la question à la fin.

Mise en situation

Tu es au terminus d'autobus de HOUSTON. Tu désires te rendre à YORKVILLE. Tu as à lire l'horaire d'autobus. Tout-à-coup tu entends le message suivant au micro.

"Attention please. "All passengers to YORKVILLE are pleased to go to gate 31 right now. The bus will be leaving in five minutes."

À la fin du message, un passager tout inquiet te demande l'heure. Qu'est-ce que tu lui réponds ?



HOUSTON BUS LINE

	DEPARTURES	ONE WAY	ROUND TRIP
ORFORD	11:00 P.M.	$2.75	$4.50
MIDTOWN	9:45 A.M.	$4.25	$8.00
YORKVILLE	4:15 A.M.	$3.25	$5.50

Réponse : 4:10

Compréhension de l'oral

Objectif 1.1 : Bulletin de météo

Secondaire II

Tu as invité un de tes correspondants anglophones à venir faire du sport dans la province de Québec. Comme il habite la Floride et que tu ne lui as pas dit quelle température il faisait au Québec, il ouvre la radio et écoute le message suivant :

Weather forecast for Quebec. Mainly cloudy in Quebec City and Montreal. Chances of precipitation: 10 centimeters for tonight. Tomorrow, sunny but cold. Sherbrooke, clear and cold. Probability of a snowstorm for tomorrow afternoon. Chicoutimi, cloudy and cold tonight and tomorrow. It's now minus 10 on the highest top of the greater Quebec City."

Qu'est-ce que ton invité va apporter comme article de sport :

a) son costume de bain

b) ses skis de fond

c) son ballon de football

d) sa bicyclette

e) aucun de ces articles, la température ne le permettant pas.

Réponse : b

Objectif 1.3

2. Consigne

Ton ami Pierre vient de recevoir un appel d'un oncle anglophone qu'il a enregistré. Écoute la cassette et réponds aux questions qu'on te demande.

Hello Pierre, I'm your uncle Charlie. I now live in Florida. You remember me, I'm tall and I have black hair. My favorite sport is swimming. My children are Tom, Helen and Johny.

Qui est Charlie:

A) Le père de Pierre
B) Le frère de Pierre
*C) L'oncle de Pierre
D) Le cousin de Pierre

Comment est Charlie?

*A) Grand
B) Petit
C) Gros
D) Très petit

Combien Charlie a-t-il d'enfants ?

A) 1
B) 4
C) 2
*D) 3

3. Consigne

Tu es en visite dans une famille anglophone et pendant ton séjour là-bas on t'a présenté plusieurs personnes. Mais lorsqu'on parle de Nancy tu ne te rappelles plus d'elle alors ton jumeau anglophone te la décrit.

First-Cycle Secondary: Item 5

6.3 SEC. 1 COMPREHENSION DE L'ECRIT	OBJECTIF 6	TEXTES 6.3	NOTIONS	20. DEGRE DE MAITRISI
	... de démontrer sa compréhension de textes qu'il lit avec l'intention de s'informer sur des gestes à poser.	Annonces d'un article à vendre ou à échanger.	-nature de l'article -couleur -grandeur -prix Personnes à contacte nom, adresse, tél.	C 3 Compréhension totale

Mise en situation : Tu jettes un coup d'oeil au babillard de ton école pour y retrouver les annonces qui suivent.

Directive : Lis les annonces qui suivent et réponds aux questions qui s'y rapportent.

Activité:

12 Atari cartridges to trade for ColecoVision cartridges.
Ask for Peter Jones, sec. IV. student, room 134

12 - speed bike, Peugeot, one year old, mint condition.
Pay half price.
Robert Green, science teacher, teacher's office.

Drum lessons given by professionals.
Beginners welcome. Register now.
Room 247 at lunch time.

Bauer skates for women, size 8, look like new.
Call evenings 845 1239

Must sell immediately. Save 75% on regular price.
ColecoVision home games including 10 cartridges.
472 5657

First-Cycle Secondary: Item 5
(continued)

Encercle la bonne réponse

Laquelle de ces annonces ...

-1- demande qu'on communique en soirée seulement ?

1 - 2 - 3 - 4 - 5

-2- demande de s'inscrire dès maintenant ?

1 - 2 - 3 - 4 - 5

-3- offre un objet à demi prix ?

1 - 2 - 3 - 4 - 5

-4- offre à échanger des choses ?

1 - 2 - 3 - 4 - 5

-5- nous apprend que le vendeur doit vendre le plus tôt possible ?

1 - 2 - 3 - 4 - 5

First-Cycle Secondary: Item 6

Anglais secondaire II

1.5 Documentaire sur un lieu:

Attraction touristique

Mise en situation

Vos parents ont décidé de vous amener en voyage pour visiter «The Vacation Kingdom of Walt Disney». Vous allez entendre un enregistrement décrivant ce lieu.

Instructions

Écoute attentivement le texte et choisis parmi les quatre réponses suggérées celle qui répond le mieux à la question demandée.

A lifetime of vacation dreams comes true every day in the Vacation Kingdom of Walt Disney World.

It is located near Orlando in Florida's heartland. Walt Disney World is a unique resort with something for everyone.

It features themed resort-hotels, fine restaurants, a cosy shopping village, incomparable entertainment and outdoor recreation.

Since its opening in October 1971, Walt Disney World has hosted almost 200 million guests from more than 100 countries. More people visit here than any other site, making it the "Vacation Kingdom of the World."

1. This text is about?

   a) Orlando, Florida
   * b) Walt Disney World
   c) Florida heartland
   d) beaches in Florida

2. Where is Walt Disney World located?

   a) the Vacation Kingdom of the world
   b) since October, 1971
   c) incomparable entertainment
   *d) near Orlando, Florida

3. How many people visited Walt Disney World since its opening in 1971?

   * a) 200 million
   b) 50 million
   c) 100 million
   d) 71 million

First-Cycle Secondary: Item 7

	OBJECTIF	TEXTES	NOTIONS	DEGRE DE MAITRISE
1.4 Sec. II ④	1. ...démontrer sa compr. des textes suivants qu'il écoute avec l'int. de s'inf. sur des faits rel. à une pers., à une act., à une chose, à un lieu.	Compte rendu de faits divers	- La nature de l'événement - le lieu - les personnes en cause - les conséquences de l'évén.	C_2

Mise en situation
Tu es à l'école et tu entends le message suivant à la radio étudiante.

Directives
Écoute attentivement le texte suivant et réponds à chacune des 4 questions en choisissant la bonne réponse.

Activités

1. Who sponsored the show?

a) Merchants.
b) Marie Jones.
c) Chandler merchants and the school.
d) Students.

2. Who attented the fashion show?

a) Teachers and students.
b) The merchants and models.
c) The merchants and teenagers.
d) The merchants and teachers.

3. Where did the fashion show take place?

a) At the shopping center.
b) At the school.
c) In Pabos.
d) At the local merchants.

4. What was going on at the Polyvalente on Sept. 4th?

a) A parents meeting.
b) A graduation party.
c) A fashion show.
d) Teachers meeting the merchants.

First-Cycle Secondary: Item 8

Niveau : Secondaire II

Objectif 1.3

Exposés biographiques

Ta mère vient de gagner au concours téléphonique des étiquettes Pratt. Pour recevoir son prix, elle doit répondre aux 5 questions posées par l'annonceur.

Toi qui connais mieux qu'elle les vedettes de la chanson et du sport, écoute chacune des questions et choisis la bonne réponse parmi les noms suivants

a) Wayne Gretzky
b) Michel Goulet
c) Prince
d) Elvis
e) Gilles Villeneuve

1. He was born in Peribonka, Quebec. He shoots left and plays left wing for the Nordiques. He is known as the best left winger in the N.H.L. Who is he?

B

2. He was born in Minneapolis and he is now 25. He is the music star of the 80's. His real name is supposed to be Nelson Rodgers but nobody knows it exactly. Who is he?

C

3. He was born on January 8th, 1935 in Mississipi and he died on August 16th 1977. He was the greatest rock singer in the world. Who is he?

D

4. He was born in 1950 in Chambly. During the 70's he won many championships in snow mobile races. Then he became interested in racing car driving. When he died, he was 32. Who is he?

E

5. He was born in Ontario in 1961. He is 5'11" tall. He weighs 170 pounds. He is center for the Edmonton Oilers. He is now a millionnaire and probably the best hockey player in the world. Who is he?

A

First-Cycle Secondary: Item 9

BANQUE DE QUESTIONS

Objectif 5.7 : Articles de journaux et de revues. Secondaire II

Consigne : Lis l'article suivant et indique si les énoncés sont vrais ou faux.

> Drivers come up with some of the funniest excuses when they're caught speeding. Montreal policeman Ted Jones said that one woman was arrested when she was driving at 120 km an hour in the City. She told him she had just bought a pizza and she was trying to get home before it got cold.

Questions

	True	False
1. Drivers think it is funny to be caught speeding.	______	______
2. It isn't normal to drive at 120 km an hour in a city.	______	______
3. The woman drove fast because she was cold.	______	______
4. The policeman arrested the fast driver.	______	______
5. The woman was eating a cold pizza.	______	______

Réponses

1. false
2. true
3. false
4. true
5. false

Compréhension de l'oral

Objectif 1.1: Bulletin de météo

Secondaire II

Pour gagner un peu d'argent tu as offert tes services pour peinturer l'extérieur de maisons. Tu as dénicher quelques contrats dont un à Montréal, à Québec, à Chicoutimi et à Sherbrooke. Tu sais que pour peinturer une maison, il doit faire beau et chaud pendant au moins trois jours. Étant donné que tu dois commencer demain, tu ouvres la radio et écoute le message suivant :

"Tomorrow, mainly sunny with light winds in Montreal and Sherbrooke. Rain Tuesday night. Sunny with cloudy periods for Wednesday. High, 20. Low, 12. Quebec City, sunny but cold tomorrow. Tuesday and Wednesday, chances of a thunderstorm. High tomorrow, 14. Low tomorrow night, 10. Chicoutimi, sunny and clear for tomorrow. Tuesday and Wednesday, same temperature. High for the three days, 25. Low, 15."

Par quelle ville commenceras-tu ton travail?

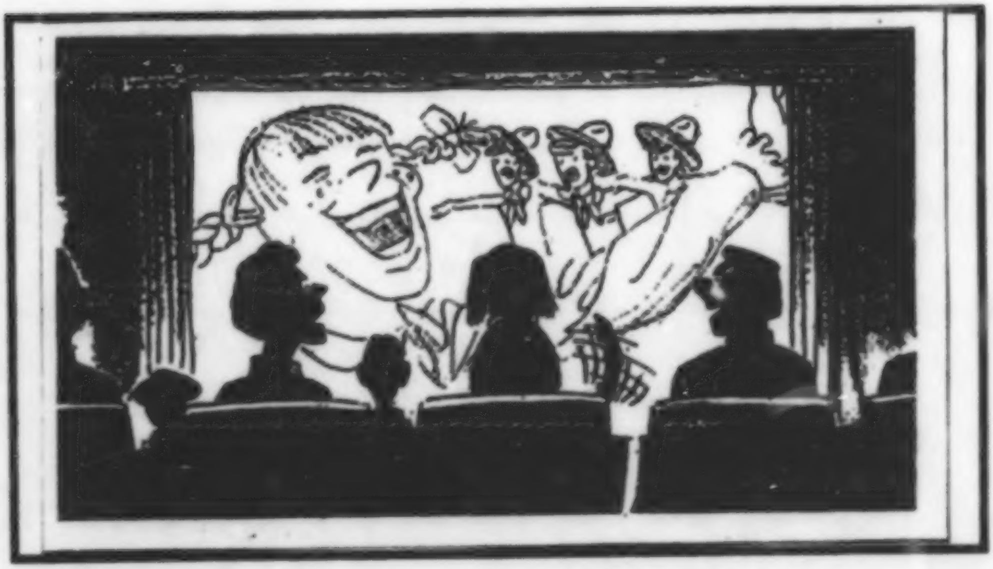
Réponse: Chicoutimi.

1^re^ secondaire

4.1 Récit

CONSIGNE

Écoute les textes suivants et, pour chacun, coche l'endroit où se déroule l'action.



1. Living room ☐ Library ☐ Movie theater ☐

First-Cycle Secondary: Item 12

PARTIE DE L'ENSEIGN.:

TEXTE A LIRE:

> Yesterday, a passenger was travelling by plane from New-York to Amsterdam. She gave birth to a baby-boy. No doctor was present on board. The stewardess helped to deliver the baby. Both mother and child are doing well.

CORRIGE:

Event		Sex of the Baby		When		Where	
Birth	Death	M	F	Yesterday	Today	Hospital	Plane
X		X		X			X

First-Cycle Secondary: Item 13

Objectif 2.1 - Directives

Niveau : 1er secondaire

2ème item

CONSIGNE: Tu es à l'aéroport. Tu dois prendre l'avion pour Montréal. Tu entends un message. On le dit deux fois. Répond en faisant un X dans la bonne parenthèse.

> ATTENTION, ALL PASSENGERS OF QUEBECAIR FLIGHT 55 LEAVING FOR MONTREAL ! ! !
>
> Please go to the QUEBECAIR ticket counter before 10 (ten) o'clock. Present your ticket to the clerk. Have your baggage ready.

Question 1 : Quels sont les objets qu'il te faut apporter si tu prend ce vol ?

a) ton billet et ton manteau ( )

b) ton manteau et ton baggage ( )

c) ton billet et tes vêtements ( )

d) ton baggage et ton billet ( )

e) ton billet et ton ami ( )

LA BONNE RÉPONSE EST - D - .

Question 2 : D'après ce message, si tu voyages vers Montréal, tu dois ...

a) te rendre à la barrière 55 de Québecair ( )

b) te rendre au comptoir de Québecair ( )

c) te rendre à l'avion de Québecair ( )

d) te rendre à la salle d'attente de Québecair ( )

e) te rendre à l'aéroport près de chez toi ( )

LA BONNE RÉPONSE EST - B - .

NIVEAU: SECONDAIRE I

OBJECTIF 3.1

Exposés biographiques

Hier, le réseau anglais de Radio-Canada recevait 1 comédienne et 1 comédien.

Pour les présenter, l'animateur a fait une description du rôle qu'ils interprètent à la T.V.

Tu connais, toi aussi, ces personnages alors écoute un extrait de l'enregistrement et devine qui étaient les invités :

a) Krystle (Dynastie)
b) Arnold (Arnold et Willie)
c) Sue Ellen (Dallas)
d) Jack (Vivre à trois)

1. He likes beautiful girls. He lives with two of them. He is a very good cook and works in a restaurant. He is a very funny actor.
   Who is he?

   D ______________________

2. She has blond hair. She is tall and very attractive. She doesn't like her husband's first wife but she tries to be his children's friend.
   Who is she?

   A ______________________

Practice in Evaluating Test Items

- **Second-Cycle Secondary**

Second-Cycle Secondary: Item 1

3e secondaire

Obj. Inter. : 8	Opération privilégiée	Types de textes	Obj. Term.: 6	Niv. Dif.
Identifier les phrases-clés d'un passage ou d'un texte .	Découverte de l'information globale	Compte-rendu sur des faits divers C-9	S'informer sur des faits ou des événements	2/III

Mise en situation

Dans l'autobus, en revenant du centre d'achat, tu entends une comère raconter un fait à sa voisine.

Consigne

Écoute ce qu'elle lui dit et réponds à la question suivante.

Activités

What did the salesman do?

a) He bought the car.

b) He transferred the licence plates.

c) He opened the showroom.

d) He rode away happily.

Partie de l'enseignant

The automobile showroom opened at eight o'clock. Shortly before nine, Mr. and Mrs. Burns had bought a car. It was a very nice little car and just the color they wanted. The saleman transferred their licence plates to the new car and they rode away happily.

Corrigé:

1. b

Second-Cycle Secondary: Item 2

3^e secondaire

Objectifs 31, 33, 37

CONSIGNE: Tu es invité(e) à un party. Écris dans la case appropriée les termes s'y rapportant.

	Activities	Things	Qualities	Expressions
1.				
2.				
3.				
4.				
5.				

Second-Cycle Secondary: Item 3

Compréhension écrite

3ᵉ secondaire
Objectif terminal 5

S'informer sur les intérêts, les attitudes, les sentiments, les intentions des autres.

Objectif: 12 Identifier plusieurs éléments discrets d'information.

1. **Christmas is coming and you want to give books to the children you babysit.**

   First, take a look at the book descriptions then fill the chart below by finding two books for each child.

Books

-1-

00128-3601 **$2.40**
Mystery of the Crimson Ghost, The
Whitney. Before Janie can ever ride the beautiful mare, Star, she must face the horrible noises in the night and solve the chilling mystery at the Burley House.

00128-1103 **$2.40**
Mystery of the Secret Tunnel (Can.)
Wees. Three children get lost in a fog and accidentally find a hidden tunnel and a cave filled with pirate treasure.

00128-4087 **$2.40**
(NEW) Nature Puzzles (Can.)
Philip. A collection of puzzles, codes, mazes and vanishing letters that challenge a child's mind and interest.

00128-196 **$2.40**
Princess
Lane. Princess, a pampered, prize-winning cat gets lost in a storm and must survive the winter along with another cat.

00128-3033 **$2.00**
Magic Coin, The
Chew. Two children discover a magic coin which takes them back to a world of pirate ships and treasures.

-2-

00128-0217 **$2.00**
One Hundred Pounds of Popcorn
Krantz. Children face humourous — and realistic — problems when they start a popcorn business.

00128-3376 **$2.40**
Mini-Bike Rescue (Can.)
Mackay. The loan of a mini-bike, an encounter with a bear, a forest fire, a daring rescue — Julie's summer turns out to be anything but dull!

00128-0017 **$2.40**
Puzzlemania (Can.)
Marcus. Illus. Wood. Scrambled words, tangled tales, crosswords, codes and more highlight this enjoyable puzzle book. Just the right tool to help build young readers' word skills.

00128-1407 **$2.00**
Marmaduke . . . Again?
Anderson. A fun-filled collection of almost 100 new cartoons about that popular, oversized Great Dane.

Second-Cycle Secondary: Item 3
(continued)

Children	Interests	Books
Sue	Mystery and adventure	1. ________ 2. ________
Kim	Funny books, likes to laugh	1. ________ 2. ________
Jesse	Likes animals and farming	1. ________ 2. ________
Margo	Likes puzzles, riddles, games and crosswords	1. ________ 2. ________

Objectif terminal 6

S'informer sur des faits ou des événements.

Objectif: 3 Extrapoler l'information à partir du support hors-texte.

2. You decide to order the books. Fill the order with the correct information using the description of the books (question 1).

Catalogue No.	Title	Quantity	Price
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Second-Cycle Secondary: Item 5

3ᵉ secondaire

Objectif terminal 6:	S'informer sur des faits ou des événements.
Objectif intermédiaire 12:	Repérage. Identifier plusieurs éléments discrets d'information.
Mise en situation	Ton copain avait à préparer un compte rendu sur l'article de la Gazette «Owners to Stick to New Rules» du 8 octobre 1986. Il te demande de vérifier l'exactitude de certains faits.
Consigne	Read the text and check (√) true or false on the grid and make the necessary correction if the statement is false.

Owners to Stick to New Rules

CP, Gazette

NHL owners have agreed to put some clout into their continuing battle against fighting and dangerous high-sticking on the ice.

Yesterday, in a 2-hour telephone conference call, the board of governors adopted rules which will provide for additional penalties for instigators of fights, and for players who employ high sticks.

From now on, a player who clearly starts a fight will be assessed an extra minor, major and/or game misconduct, as well as the major he receives for fighting. If this extra penalty is a 5-minute major, he also receives a 10-minute misconduct.

If a player is assessed an extra minor twice in the same game, he gets an extra 10-minute misconduct.

Previously, a referee could call either a minor or a major for a high-sticking infraction, the greater penalty normally being called only when blood is drawn.

Now, the referee can choose to distribute two minor penalties for a high-sticking infraction. If a player is assessed two majors in a game for high sticking, a game misconduct also will be assessed.

Canadians management voted for the idea of making the punishment fit the crime for instigators of fights. But team officials were against the idea of assessing two minors for high sticking.

Owners to Stick to New Rules (suite)

> "Obviously, we want sticks to come down," explained general manager Serge Savard, "but we felt that asking the referee to assess two minors for one infraction placed too much pressure on him."

	True	False	Correction
1. Both instigators and players will be punished more severely for high sticking.	x		
2. Canadians management was against the idea of making the laws more strict.	x	x	Canadiens voted for the idea...
3. With the new rules, a player will be more severely punished for high-sticking.	x		
4. According to this article, player could easily get a 15 minute penalty for starting a fight.	x		
5. The board of governors met for a few minutes to adopt the new regulations.		x	A 2 hour telephone conference

Second-Cycle Secondary: Item 6

3ᵉ secondaire

Objectif terminal 3

Résoudre un problème ou prendre une décision.

Objectif : 29 Résumer l'information transmise par une autre personne.

8. Carl wants to buy a used car. He's undecided between buying one at a NEW CAR DEALERS or a USED CAR DEALERS. Read the following text and help him find the advantages and disadvantages of each dealer. Fill in the chart below.

Where Do You Buy A Used Car?

NEW CAR DEALERS
When people buy a new car, the dealer usually buys their old car as a trade-in. He will sell most of these trade-ins to used car dealers, but he will keep the best cars to sell himself. Usually he fixes these cars up and may offer a warranty on them too.

This is usually the safest place to buy a used car, but it is also the most expensive place.

USED CAR DEALERS
Used car dealers buy cars in big groups, good and bad together. There are some very good cars on used car lots, but you have to look carefully.

Cars from used car lots are usually cheaper than cars from new car dealers, but there may not be any warranty.

	ADVANTAGES	DISADVANTAGES
New Car Dealer:		
Used Car Dealer:		

3e secondaire

Objectif terminal 4	Se faire une opinion ou s'informer de celle des autres.
Objectif : 37	Exprimer une opinion ou avancer une hypothèse.
Consigne	Complete the text below with at least 3 reasons.

9. Where would you buy the used car?

I would buy my car at ______________________________ because

____

____

____

Second-Cycle Secondary: Item 8

Objectif terminal 6 S'informer sur des faits ou des événements.

Objectif : 39 Décrire les caractéristiques physiques des personnes, animaux, objets, lieux.

10. You went to visit the zoo at St-Felicien you saw many wild animals. One animal impressed you more than the others. Describe that animal. To do it, complete the sentence below.

The animal that impressed me the most is the ______________________

____

____

____

____

____

____

Second-Cycle Secondary: Item 9

3ᵉ secondaire

Objectif 3 (deduction)

Mise en situation

Tu es en train de rêver et dans ton rêve, tu entends parler trois véhicules qui te donnent une courte description d'eux-mêmes.

Activity

Listen to each description and make checks (√) in the proper boxes.

Écoute chaque description et fais des crochets (√) dans les bonnes cases.

You may use me:	vehicle no. 1	vehicle no. 2	vehicle no. 3
1. on snow	√	√	
2. in mud	√		
3. on highway	√		√
4. in February	√	√	
5. in July	√		√
6. in the forest	√	√	
7. only with driver's licence			√
8. intelligently	√	√	

Second-Cycle Secondary: Item 9
(continued)

Textes à enregistrer

Vehicle no. 1

I am four wheeled and I can go an all terrain. I am used for both recreation and work. I have a four-stroke 250 cc gas engine and I can climb mountain.

Vehicle no. 2

I give a lot of fun to those who uses me in the cold season. I am équiped with two skis and a steering handlebars. I have a two-stroke engine and my driver may slide with me without effort.

Vehicle no. 3

I am a two wheeled motorized vehicle. When my engine is powerful enough. I can reach speeds as high as 240 km/h. A reckless driver has many chances to be killed when racing me. Because of my rapidity. the «Hell's Angels» love me.

Second-Cycle Secondary: Item 10

3e secondaire

Objectif 12 (repérage)

Mise en situation

Tu écoutes distraitement la radio en te reposant. Tout-à-coup, une annonce publicitaire réveille ton attention parce qu'elle t'intéresse.

Activité 1

Lis bien les quatre phrases ci-dessous et complète-les aussitôt que tu auras trouvé les réponses en **écoutant** l'annonce qui te sera dite trois(3) fois.

Écris sur ta feuille de réponses, le No. de la suggestion qui complète chacune des phrases.

1.- This radio annoucement is about a (an) .... (8)

2.- The guest star is .... (3)

3.- If you have the lucky ticket, you will win a (an) .... (12)

4.- The exhibited cars are .... models .... (10)

Suggestions de réponse

1) beauty contest
2) rock show
3) Corey Hart
4) 1986
5) Philip Edmundston
6) Saturday and Sunday
7) Automobile world
8) Automobile exhibition
9) early
10) 1987
11) sports cars
12) Cadillac

N.B. Tu ne peux utiliser un no. qu'une seule fois.

Second-Cycle Secondary: Item 10
(continued)

Announcement (à être enregistré)
(Possibilité d'un fond musical)

Incredible, for two days only, on Saturday and Sunday, December six and seven, the greatest automobile exhibition ever seen in town.

Yes, from the cheapest to the most expensive, all the automobile names will meet at «Le Colisée de Rimouski» from ten A.M. to eleven P.M. in their 1987 version.

Furthermore, if you want to get precise information about any of them, Philips Edmundston will be there to answer your questions.

PSST........A full equiped white Cadillac could be yours. Just keep your free admittance ticket.....Drawing Sunday night at nine P.M. by Corey Hart himself.

Second-Cycle Secondary: Item 11

3ᵉ secondaire

Obj. Inter. : 2	Opération privilégiée	Types de textes	Obj. Term.: 3	Niv. Dif.
Faire des associations d'idées entre différents mots ou groupes de mots utilisés par l'auteur ou le locuteur.	Déduction du sens des éléments	Règles d'un jeu C2	Résoudre un problème ou prendre une décision	2/III

Mise en situation

Ton professeur aime beaucoup les cartes. Il te propose le petit problème suivant à résoudre pour voir si tu t'es amélioré après avoir «étudié» la situation d'apprentissage «The King and the Queen».

Consigne

Écoute le petit problème qu'il te soumet et réponds à la question qui suit.

Activités :

1. Who had the best hand?

   a) Fred. c) Tom.

   b) Jim. d) Mark.

Partie de l'enseignant(e)

At a recent card game, Tom received 3 jacks and 2 twos. Fred had 3 tens and 2 nines. Jim got 3 queens and 2 threes. Mark had 2 aces, 2 kings and one queen. They all thought they had the best hand.

Corrigé

1. B

Practice in Evaluating Test Items

Answer Key

- **Primary**

*	**Indicates the criteria that are most evidently not respected**
x	**indicates other criteria that are not completely fulfilled.**

Answer Key
Primary: Item 1

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		X
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		
3. Each item actually measures the objective it claims to measure.		*
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		X
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		
7. Items designed to assess one skill do not measure another skill.		X
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		

Answer Key

Primary: Item 2

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		*
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		
3. Each item actually measures the objective it claims to measure.		? (not stated)
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		

Notes

Language: pronoun reference in No.16 (examiner le vendeur?), capitalization in No.18 (Chinese), open quotation mark in No.21.

Answer Key
Primary: Item 3

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		*
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		*
3. Each item actually measures the objective it claims to measure.		X (not stated)
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		X (not stated)
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		
7. Items designed to assess one skill do not measure another skill.		X
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		X

Note
This item completely ignores the program.

Answer Key

Primary: Item 4

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		*
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		X
3. Each item actually measures the objective it claims to measure.		? (not stated)
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		X
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		
7. Items designed to assess one skill do not measure another skill.		X
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		X
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		X

Notes
This item provides neither context nor authentic task.
Language: "How is Madonna's clothes?"

Answer Key
Primary: Item 5

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		*
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		*
3. Each item actually measures the objective it claims to measure.		? (not stated)
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		X
5. Each item measures only one objective.		? (not stated)
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		

Note
This item measures only an enabling skill, "vocabulary".

Answer Key
Primary: Item 6

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		*
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		*
3. Each item actually measures the objective it claims to measure.		? (not stated)
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		X
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		
7. Items designed to assess one skill do not measure another skill.		X
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		X
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		X

Note
This item completely ignores the program.

Answer Key

Primary: Item 7

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		X
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		
3. Each item actually measures the objective it claims to measure.		*
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		X
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		

Notes

This item does not measure any objective at all.
Language: several problems (in both languages).

Practice in Evaluating Test Items

Answer Key

- **First-Cycle Secondary**

*	Indicates the criteria that are most evidently not respected
X	indicates other criteria that are not completely fulfilled.

Answer Key

First-Cycle Secondary: Item 1

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		X
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		
3. Each item actually measures the objective it claims to measure.		X
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		X
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		*
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		

Answer Key

Fist-Cycle Secondary: Item 2

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		X
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		X
3. Each item actually measures the objective it claims to measure.		*
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		X
5. Each item measures only one objective.		X
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		
7. Items designed to assess one skill do not measure another skill.		X
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		

Note
Language: "are pleased to go..."

Answer Key
First-Cycle Secondary: Item 3

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		X
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		
3. Each item actually measures the objective it claims to measure.		
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		X
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		*

Note
Language: "on the highest top of the..."

Answer Key
First-Cycle Secondary: Item 4

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		*
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty	±	
3. Each item actually measures the objective it claims to measure.	±	
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		X
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		

Note
Language: Spelling, punctuation, capitalization and pronoun reference (in French)

Answer Key

First-Cycle Secondary: Item 5

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		*
3. Each item actually measures the objective it claims to measure.		
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		

Note

Procedure problem: "Circle the number", but the items are not numbered.

Answer Key

First-Cycle Secondary: Item 6

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context	±	
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty	±	
3. Each item actually measures the objective it claims to measure.		
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		X
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		X
9. No item gives away the answer to another item.		*
10. Distracters are important, plausible answers rather than obvious distracters.		X

Answer Key

First-Cycle Secondary: Item 7

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		X
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		
3. Each item actually measures the objective it claims to measure.		
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		X
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		
9. No item gives away the answer to another item.		*
10. Distracters are important, plausible answers rather than obvious distracters.		X

Answer Key

First-Cycle Secondary: Item 8

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		
3. Each item actually measures the objective it claims to measure.		X
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		
7. Items designed to assess one skill do not measure another skill.		X
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		*
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		

Note

Imperial measurements are probably more familiar to teachers than to students.

Answer Key

First-Cycle Secondary: Item 9

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		X
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		X
3. Each item actually measures the objective it claims to measure.	±	
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		X
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		*
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		X
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		X

Answer Key

First-Cycle Secondary: Item 10

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		*
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		±
3. Each item actually measures the objective it claims to measure.		X
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		X
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		X
7. Items designed to assess one skill do not measure another skill.		X
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		

Note

The "right" answer depends on the misuse of "temperature" to mean weather. A unilingual anglophone could not answer this question. The French text also contains linguistic errors.

Answer Key

First-Cycle Secondary: Item 11

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		X
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		
3. Each item actually measures the objective it claims to measure.		X
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		*
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		X
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		X

Answer Key

First-Cycle Secondary: Item 12

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		*
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		?
3. Each item actually measures the objective it claims to measure.		? (not stated)
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		X
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		X
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		X
9. No item gives away the answer to another item.		X
10. Distracters are important, plausible answers rather than obvious distracters.		

Answer Key

First-Cycle Secondary: Item 13

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		X
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		X
3. Each item actually measures the objective it claims to measure.		±
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		X
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		X
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		*

Note

Language problems in French.

Answer Key

First-Cycle Secondary: Item 14

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of: • the task itself • the context		X
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		
3. Each item actually measures the objective it claims to measure.		X
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		X
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		*
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		

Practice in Evaluating Test Items

Answer Key

- **Second-Cycle Secondary**

*	Indicates the criteria that are most evidently not respected.
X	indicates other criteria that are not completely fulfilled.

Answer Key

Second-Cycle Secondary: Item 1

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		X
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		
3. Each item actually measures the objective it claims to measure.		*
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		X
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		not necessarily
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		X
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		X

Note

Language: "comère"

Answer Key

Second-Cycle Secondary: Item 2

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		*
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		X
3. Each item actually measures the objective it claims to measure.		X
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		X
5. Each item measures only one objective.		X
6. Items require students to carry out the prescribed task in order to arrive at the correct answer		X
7. Items designed to assess one skill do not measure another skill.		X
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		X
9. No item gives away the answer to another item.		X
10. Distracters are important, plausible answers rather than obvious distracters.		X

Answer Key
Second-Cycle Secondary: Item 3

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		
3. Each item actually measures the objective it claims to measure.		• not T.O.
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		

Note
Language: "... then fill the chart..."

Answer Key
Second-Cycle Secondary: Item 4

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		*
3. Each item actually measures the objective it claims to measure.		*
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		
7. Items designed to assess one skill do not measure another skill.		X
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		

Notes

This item is more appropriate for the first-cycle secondary program.

The wording of intermediate objective 3 is incorrect; also, the item does not involve extrapolation or a "support hors-texte".

Language: The instruction does not mean what it should (fill in the order form).

Answer Key

Second-Cycle Secondary: Item 5

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context	±	
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		X
3. Each item actually measures the objective it claims to measure.		*
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		
9. No item gives away the answer to another item.		X
10. Distracters are important, plausible answers rather than obvious distracters.		

Note

Copyright may be a problem with this kind of text.

Answer Key

Second-Cycle Secondary: Item 6

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		
3. Each item actually measures the objective it claims to measure.		*
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		
7. Items designed to assess one skill do not measure another skill.		X
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		

Answer Key

Second-Cycle Secondary: Item 7

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		*
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		X
3. Each item actually measures the objective it claims to measure.		
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		X
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		

Answer Key

Second-Cycle Secondary: Item 8

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		X
3. Each item actually measures the objective it claims to measure.		
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed[1] task in order to arrive at the correct answer.		*
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		

Note

[1] Instruction says simply, "Complete the sentence below." Someone could write "tiger" and ask for full marks.

Answer Key

Second-Cycle Secondary: Item 9

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		*
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		
3. Each item actually measures the objective it claims to measure.		X
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		X
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		

Note

This item contains numerous language errors.

Answer Key

Second-Cycle Secondary: Item 10

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		*
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		
3. Each item actually measures the objective it claims to measure.		
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		X
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		X
7. Items designed to assess one skill do not measure another skill.		X
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		

Note

Language: "foll equiped"

Answer Key
Second-Cycle Secondary: Item 11

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		X
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		X
3. Each item actually measures the objective it claims to measure.		X
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		X
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		*
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		

Day	3	
Activity	5	***Definition of Domain — Test Specification — Item Specification***
Objective	To identify definition of domain and test specification	
Time	60 minutes	
References	Participants' Workbook, page 71	
Resources	Definitions of domain for primary and second-cycle secondary programs	

Procedure

1 Refer the participants to page 71 in their workbook.

☞ *The definition of domain for first-cycle secondary is not yet available. The one for the second-cycle secondary program is still a working document.*

2 Ask the participants to read the text *Definition of Domain — Test Specification — Item Specification* (page 72 in their workbook and page 176 in Workshop Leader's Manual) individually. They should then form teams of two and try to complete the chart on page 73 of their workbook (Workshop Leader's Manual, page 177).

2 Go over the completed chart, making and eliciting comments where necessary.

☞ *At the end of the day, tell the participants that they should make sure they have the necessary materials for designing an evaluation situation on Day 4 (e.g., magazines, pamphlets, reference material, etc.)*

Definition of Domain — Test Specification — Item Specification

Before sitting down to write a test, writers have to consider various aspects of the program and take certain steps to assure that the test will exhibit the characteristics which are inherent to its purpose and which will contribute to its validity.

The first step is to produce a **definition of domain**. This includes an examination of the program in order to identify, describe and classify its various components for the purpose of assessing student achievement with regard to the objectives of the program. This synthesis should take into account the instructional approach, the guiding principles and the pedagogical implications of the program and should identify which of the principles and implications will have a bearing on evaluation. The definition of domain clearly identifies the focus of evaluation and makes it possible to establish a direct link between what is being taught and how, and what is to be tested and how.

The process for establishing a definition of domain can be broken down into four steps:

1. summarizing the aims of the program and establishing the guiding principles for evaluation
2. identifying and describing the various components of the program
3. grouping the various components on a chart or a diagram and weighting each dimension
4. describing each dimension if necessary. (In the definition of domain, *dimension* refers to each point of junction on a double-entry chart.)

Teachers and item writers are most likely to make use of a definition of domain.

The **test specification** defines the focus for evaluation in a given situation. As such, it will improve the content validity of a test by providing a point of reference to check proposed items against. The test specification should relate to the syllabus and to the definition of domain. It should reflect language focus, skills, task types and the weighting of each. Primarily of use to item writers and revisers, the test specification requires that its author adhere to a set procedure. The first step consists in specifying the purpose of the test. Next, it is necessary to establish the guidelines for the selection of the dimensions. This selection, in certain cases, may be subject to prescriptions by the program itself, as occurs with the second-cycle secondary program. Once the dimensions have been selected, the selection must be justified. Finally, indications have to be given for the interpretation of results.

In addition to a definition of domain and a test specification, item writers must be provided with an **item specification** describing which techniques to use in writing the items. The item specification should state what the item is intended to test and how the item is to be marked. Providing item specifications improves the validity and reliability of the test and leads to consideration of appropriate marking criteria. A comprehensive item specification will include the identification of the program and of the dimension as well as a description of the task and the anticipated response. A sample item is included, as are any pertinent additional remarks.

Answer Key

Definition of Domain — Test Specification — Item Specification

	Definition of domain	Test specification	Item specification
Definition	Synthesis of a program and grouping of its components for the purpose of evaluation	Defines what to test in a given situation	Describes techniques to use in writing items
Intended users	• teachers • item writers	• item writers • revisers	• item writers
Steps	1. Summarise the aims of the program and establish the guiding principles for evaluation 2. Identify and describe the various components of the program 3. Group the various components on a chart or a diagram and weight each dimension 4. Describe each dimension if necessary	1. Specify the purpose of the test 2. Establish guidelines for the selection of dimensions (may be subject to prescriptions in the program itself) 3. Select dimensions 4. Justify the selection 5. Give indications for the interpretation of results	1. Identify the program 2. Identify the dimension 3. Describe the task 4. Describe the response 5. Include additional remarks 6. Include sample item Note: The steps are taken from chapter 4 of "Guide pour la construction d'instruments de mesure dans le cadre de BIM".

PRACTICUM: SUMMATIVE EVALUATION

DAY 4

Objectives of Day 4

- ***To gain experience in modifying or writing instruments for summative evaluation***

At the end of the session, participants will be able to:

- identify weaknesses and flaws in summative evaluation instruments
- select appropriate techniques for evaluating the different skills
- modify and improve existing summative evaluation instruments
- design and develop their own instruments for summative evaluation

Table of Activities: *Day 4

Page

Activity 1
Examining Summative Instruments ... 182

Activity 2
Skills and Techniques 185

Activity 3
Improving a Test 188

Activity 4
Round-table Discussion 189

* An alternative procedure is also provided.

Day	4	
Activity	1	***Examining Summative Instruments***
Objective	To identify weaknesses or flaws in a summative evaluation instrument	
Time	60 minutes	
References	Participants' Workbook, page 78	
Resources	Sample tests (provided by participants)	

☞ *An alternative procedure for the whole of Day 4 is provided for use with groups that specifically request experience in writing summative evaluation instruments from scratch (see pages 84-89 of the Participants' Workbook and pages 190-196 in this manual).*

☞ *Make sure you have sample instruments available for this activity in case the participants have forgotten to bring their own.*

Procedure

1 Explain that it is important to evaluate test instruments in order to be able to select the best one for one's students. Teachers must therefore recognize strengths and weaknesses in test design.

2 Tell the participants that this activity will give them practice in identifying weaknesses or flaws in a test and that they will be asked, in a subsequent activity, to improve it by changing items or rewriting some sections.

3 Ask the participants to turn to *Overview of a Summative Test* (Participants' Workbook, page 78; Workshop Leader's Manual, page 184). Read through the questions with the participants and ask them to suggest additional questions.

4 Ask the participants to work in groups of three or four with others who teach at the same level.

5 If any participants have forgotten to bring their own tests, hand out samples according to the level taught.

6 Ask the participants to look over their tests before trying to answer the questions. Allow 10-15 minutes for this.

7 Have the participants answer the questions for their tests. They should bear in mind that they will have to do something about the flaws and deficiencies they detect.

☞ *If more than one group is working on the same test, allow a few minutes for the groups to share their findings at the end of the activity.*

Overview of a Summative Test

Overall

1. Is there continuity in the story line?
2. Is the scenario realistic?
3. Are the individual situations realistic?
4. Is the test appropriate for the students' age group?
5. Does the test cover the four skills (listening, reading, writing and speaking) adequately?
6. Does the weighting of skills respect the program?
7. Is there variety in the evaluation techniques used?
8. Are the students' instructions clear?
9. Is there a teacher's guide? Does it include:
    - a specification chart?
    - the tapescript?
    - a marking guide?

Comprehension

1. Is the focus on comprehension?
2. Are the texts appropriate? (Were they meant to be heard/read?)
3. Does each task correspond to a separate item?
4. Are the tasks realistic?
5. Do the texts respect the limitations set by the program?

Production[1]

1. Is the focus on production?
2. What is the relative weighting of form and content?
3. Are the tasks realistic?
4. Do the tasks involve writing or copying?
5. What provision is there for student input?
6. Is there a real writing format?

---

[1] Note: More specific attention will be given to oral production in Day 5.

Day	4
Activity	2 ***Skills and Techniques***
Objective	To become more familiar with the choice of techniques for evaluating different skills
Time	30 minutes
References	Participants' Workbook, page 80
Resources	Handout 12

Procedure

1 Tell the participants that, in order to correct or improve items from the previous activity, they must be able to choose suitable techniques for evaluating individual skills.

2 Ask the participants to turn to *Techniques and Skills* (Participants' Workbook, page 81; Workshop Leaders' Manual, page 186). Working in pairs, they should identify the skill or skills for which each technique is most suitable.

3 Ask the participants if any of these techniques are new to them. Continue the discussion by asking which of these techniques and what other techniques they have used.

4 Distribute Handout 12, *Skills and Techniques*, and conclude by telling participants that they should try to use these techniques in the next activity.

Answer Key

Techniques and Skills

Read this list of possible evaluation techniques. Decide for which skill or skills each would be most appropriate.

(R) arranging word groups into a meaningful pattern
(W) building up a text by selecting from given sentences andinserting one's own sentences to fill gaps
(L) choosing one of several illustrations
(W) completing a story with no ending
(R) deleting or underlining illogical or irrelevant words or sentences
(S) describing past experiences
(R) identifying characters in a story
(L) identifying the central theme or nature of a passage
(R) indicating whether a statement is true or false
(S) interviewing
(L) note-taking
(S) presenting a mini-lecture on a familiar topic
(W) providing a new ending for a story
(W) rearranging a sequence
(W) reconstructing a passage using key words
(S) role-playing
(R) saying which caption accurately describes a picture
(L) saying which statement gives the main idea of a passage
(W) summarizing a passage
(W) taking notes and then reconstituting a passage
(R) transcoding information by completing a graph or a chart
(S) transcoding information presented in diagrams, tables, graphs or pictures

Skills and Techniques

Listening

- choosing one of several illustrations
- identifying the central theme or nature of a passage
- note-taking
- saying which statement gives the main idea of a passage

Reading

- arranging word groups into a meaningful pattern
- deleting or underlining illogical or irrelevant words or sentences
- identifying characters in a story
- indicating whether a statement is true or false
- saying which caption accurately describes a picture
- transcoding information by completing a graph or a chart

Writing

- building up a text by selecting from given sentences and inserting one's own sentences to fill gaps
- completing a story with no ending
- providing a new ending for a story
- rearranging a sequence
- reconstructing a passage using key words
- summarizing a passage
- taking notes and then reconstituting a passage

Speaking

- describing past experiences
- interviewing
- presenting a mini-lecture on a familiar topic
- role-playing
- transcoding information presented in diagrams, tables, graphs or pictures

Day	4	
Activity	3	***Improving a Test***
Objective	To improve items or segments of a summative evaluation instrument by modifying them	
Time	3-4 hours	
References	Participants' Workbook, page 82	
Resources	None required	

Procedure

1 Ask participants to work in groups according to levels taught (the same groups as in Activity 1).

2 Tell the participants to rewrite those items or sections of the test that they identified as weak or flawed in Activity 1.

3 Circulate among the groups to monitor their work, providing suggestions as required.

Day	4
Activity	4 ***Round-table Discussion***
Objective	To compare original flawed sections with rewritten versions and provide feedback on the modifications
Time	30-45 minutes
References	Participants' Workbook, page 83
Resources	Copies of tests analysed in Activity 1 Copies of modifications produced in Activity 3

Procedure

If necessary, this round-table discussion may be postponed to Day 5 to allow time to make copies.

1. Ask each group to present the flaws and weaknesses discovered in Activity 1 and explain briefly how the modifications have improved the instrument.

2. Encourage members of other groups to ask questions and comment on the presentations.

3. Point out any important issues not raised by the participants.

Day	4	(Alternative procedure)
Activity	1	***Designing an Evaluation Situation***
Objective	To gain experience in integrating skills and objectives into an evaluation situation	
Time	90 minutes	
References	Participants' Workbook, page 84	
Resources	None required	

☞ *Although it is strongly recommended that Day 3 and Day 4 be given on two consecutive days, this may prove impossible in certain instances. In this case, it is essential that you give a thorough review of the activities from Day 3 as an introduction to Day 4.*

☞ *This alternative procedure ;for Day 4 is to be used with those groups that* specifically *request experience in writing summative evaluation instruments "from scratch".*

Procedure

1 Tell the participants that they will now design a blueprint for an evaluation situation, appropriate for summative evaluation, which will integrate the skills and objectives (functions and notions, skills and text types) into a meaningful context for evaluation.

2 Warn the participants that they may not be able to integrate all the objectives into one meaningful situation. In this case, it is better to plan three or four situations if necessary.

3 Ask the participants to read *Some Steps in Writing Tests for Summative Evaluation* (Participants' Workbook, page 85; Workshop Leader's Manual, page 192). Go through the text with them, stressing any points that are particularly relevant to the program at their level of teaching.

4 Ask them to turn to *Outline for Designing an Evaluation Situation* (Participants' Workbook, page 86; Workshop Leader's Manual, page 193) and explain the headings if necessary.

☞ *At this time, participants should deal with listening, reading and writing only. Oral production will be dealt with on Day 5.*

5 Tell the participants that when they have completed the above, they may proceed directly to the design of their summative instrument.

6 The following steps, while presented sequentially, are interactive. Participants may find that they are moving back and forth through them. For example, the context or closure activity may be found before selecting terminals and then modified slightly by the terminals required.

Some Steps in Writing Tests for Summative Evaluation

- Respect the definition of domain if available

- Select terminal objective(s)

- Select a plausible story line that will create a context for the entire instrument. Validate the story line through real-life situations.

- Write items, wording instructions so that students demonstrate the behaviour expected by the objective in order to attain the terminal objective. For example, underlining key words is a demonstration of the behaviour "identify key words".

- Divide the context into a sequence of evaluation activities.

  Example: The context of Activity 1 is preparing to present Health for Life at a science fair in Toronto. Activity 1 consists of listening to a recorded announcement that tells what is required for a display at the fair.

- Decide on the most suitable technique for measuring an objective in a particular skill area within the activity.

Outline for Designing an Evaluation Situation

Terminal objectives: Comprehension ____________________ **Production** ____________________

Context/Story line ____________________

Focus of evaluation (objective/test type/function)	Skill	Type of task	Number of items	Weighting	Points
e.g., Activity 1: Identify chronological sequence	Listening Comprehension	Choose picture sequence	5	12%	10

Day	4	(Alternative procedure)
Activity	2	***Production of Instruments for Summative Evaluation***
Objective	To give practice in producing items and instruments suitable for summative evaluation	
Time	3-4 hours	
References	Participants' Workbook, page 87	
Resources	Magazines, pamphlets and any material useful for inspiration in the production of instruments for summative evaluation.	

Procedure

1 Ask the participants to work in groups according to the level of teaching.

2 Tell them to produce items and instruments according to the outline they prepared in Activity 1.

☞ *The time allotted will probably not be sufficient for the production of a complete test. Therefore, encourage the participants to produce at least sample items for the three different language skills being focused on.*

For Your Information

Copyright law protects the expression of ideas. This means that you can use a text as inspiration in your writing, but you can't copy the wording. A few little changes here and there are not enough.

Any text, illustration or drawing is protected, whether it has the © symbol or not. In theory even your shopping lists are protected, though it might be hard to prove they are original writing.

If you want to copy an article or a cartoon, or just use an extract, you must first get permission from the copyright holder. This is not always the author. Your employer owns what you write as part of your job, for example. Newspaper articles may belong to the newspaper, to a news agency or even to both.

Day	4	(Alternative procedure)
Activity	3	***Round-table Discussion***
Objectives	•	To give immediate feedback on items or instruments produced
	•	To analyse instruments produced in the light of the criteria previously established
Time	60 minutes	
References	Participants' Workbook, page 88	
Resources	Copies of instruments produced in Activity 2 Handout 13 (sufficient quantities for each participant to analyse each instrument)	

Procedure

1 Make sure that each participant receives a copy of every instrument produced during Activity 2.

☞ *If necessary, this round-table discussion may be postponed to Day 5 to allow time for reproducing the instruments.*

2 Refer the participants to *Criteria for Evaluating Instruments* (Participants' Workbook, page 89; Workshop Leader's Manual, pages 196). Distribute copies of Handout 13 for use in steps 3 and 4.

3 Each team of participants presents the summative test it produced and comments on its contents.

4 Other participants may evaluate the test according to the checklist of criteria (Handout 13), ask questions or offer comments.

5 If the participants' evaluation of the instruments falls mainly in the "Can't Tell" category, it would be a good idea to analyse one of the tests as a group, time permitting, in order to clear up any uncertainties.

☞ *Allow enough time for all presentations to be heard.*

Criteria for Analysing Instruments

Criteria	Yes	No	Can't Tell
1. The test reflects the instructional approach found in the program.			
2. Tasks prescribed are authentic and realistic in terms of • the choice of the task itself • the context			
3. Each item clearly assesses the objectives it is intended to assess.			
4. Each item assesses only one objective.			
5. The focus of evaluation is clearly within the bounds of the program • text types • notions/functions • text characteristics • total rating			
6. Each item requires that the student accomplish the specified task to find the answer.			
7. Items focusing on a particular skill actually require the student to use that skill.			
8. Oral or written comprehension items actually require comprehension of the text and are not based on general knowledge.			
9. Items are not dependent on each other.			
10. The weighting of the objectives in the test corresponds to that of the test specification.			

*Day 4: Activity 3 - Handout 13

EVALUATING ORAL PRODUCTION

DAY 5

Objectives of Day 5

- ***To gain experience in evaluating oral production***

At the end of the session, participants will be able to:

- apply the principles of the M.E.Q. ESL programs to evaluating oral production situations
- adapt evaluation criteria to their teaching levels
- design instruments and write items for evaluating oral production
- evaluate students' oral production using a standardized grid

Table of Activities: Day 5

Page

Activity 1
Oral Production in the ESL Programs 202

Activity 2
Principles for Teaching and Evaluating Oral Production 213

Activity 3
From Teaching to Evaluation 215

Activity 4
Evaluation Criteria for Oral Production 218

Activity 5
Instruments for Oral Evaluation 220

Activity 6
Designing Situations for Oral Evaluation 223

Activity 7
Practice in Evaluating Oral Production 226

Day	5	
Activity	1	***Oral Production in the ESL Programs***
Objective	To identify objectives for oral production as prescribed by the various MEQ ESL programs	
Time	30 minutes	
References	Participants' Workbook, page 94	
Resources	Acetates or MEQ programs	

Procedure

☞ *If Day 5 is not part of the same session as Day 4, the workshop leader should be prepared to give a 10-15 minute recapitulation of the previous day's activities.*

1 Explain to participants that in order for evaluation to be valid it must reflect what has been taught. Since what should be taught is prescribed by the MEQ programs, we must be familiar with those prescriptions.

2 Go over several examples of oral production objectives taken from the programs, using the charts on the following pages (pages 95-100 in the Participants' Workbook).

3 Bring out the following points where they apply
- number of notions
- type of functions
- limited linguistic characteristics
- degree of mastery/threshold
- levels of difficulty and weighting

4 Draw attention to the fact that students are building up oral competency from primary through secondary. While total bilingualism is not aimed at, each level provides the students with some oral skills that they take with them to the next stage of learning. Teachers must be aware of and acknowledge this fact.

Oral Production in the ESL Programs

Program: Primary

Category	Functions	General notions	Specific notions	Degree of mastery
Factual information	• identifying (person) • inquiring about identity (person)	• personal characteristics	• name • age • address • phone number • grade level • occupation • relationship	E_1
	• identifying (animal, thing, place) • inquiring about identity (animal, thing, place)	• characteristics	name of: • animal • thing • place	E_1
	• describing (person) • inquiring about description (individuals)	• physical appearance and condition	• features • temperament • dress	E_1
	• describing (animal, thing, place • inquiring about description (animal, thing, place)	• physical characteristics	• shape • size • colour • texture • taste • audibility • temperature • condition	E_1

Oral Production in the ESL Programs (continued)

Program: Primary

Category	Functions	General notions	Specific notions	Degree of mastery
Intellectual attitudes	• stating capability • inquiring about capability	• ability • agency	• activity	E,
	• stating obligation • inquiring about obligation	• obligation • agency	• activity	E, E,
	• inquiring about permission	• approval • agency	• activity	E,
	• stating certainty/ uncertainty	• degree of certainty	• opinion • fact • event	E,
	• inquiring about certainty	• degree of certainty	• opinion • fact • event	E,
	• agreeing/disagreeing • inquiring about agreement/ disagreement	• affirmation • negation	• proposition	E,
	• offering	• availability	• food • drink • thing	E,
	• accepting/declining	• option	• invitation • offer • suggestion	E,

Oral Production in the ESL Programs (continued)

Program: Primary

Category	Functions	General notions	Specific notions	Degree of mastery
Affective attitudes	• stating likes/dislikes • inquiring about likes/dislikes	• physical • personal • evaluative	• person • place • thing • activity	E_1
	• stating intentions • inquiring about intentions	• future reference • agency	• activity	E_1
	• stating wants • inquiring about wants	• agency • ownership	• activity • thing • food • drink • animal	E_1
	• stating preference • inquiring about preference	• preference	• person • place • thing • activity	E_1
Getting things done	• suggesting	• possibility	• activity	E_1
	• asking for help	• assistance	• activity	E_1
	• offering help	• assistance	• activity	E_1
	• inviting	• future reference • agency	• place • time • activity	E_1
	• warning	• future reference	• danger	E_1
	• instructing • inquiring about instructions	• agency	• activity	E_1
	• directing	• relative position	• place	E_1

Oral Production in the ESL Programs (continued)

Program: Primary

Category	Functions	General notions	Specific notions	Degree of mastery
	• inquiring about directions	• relative position	• place	E_1
	• asking for clarification	• inability		E_1
	• requesting	• presence • accessibility	• persons • things	E_1
Socializing	• introducing	• personal characteristics	• name	E_1
	• greeting	• greeting	• time	E_1
	• leave-taking	• parting		E_1
	• thanking	• appreciation	• activity • offer • invitation	E_1
	• apologizing	• regret	• activity	E_1

Oral Production in the ESL Program

Program: First-cycle secondary (Secondary 2)

Objective/ Text types	Notions	Functions	Linguistic characteristics	Degree of mastery
12.1 Conversations about a person	• name of person —relationship to others • physical description —features —clothes • where the person can be found • personality traits • abilities • goals • obligations • health • comparisons • past, present activities	• begin/end a conversation • ask for/give information • clarify/ask for clarification • ask/answer information questions • ask/say whether something is true or false	• 6 to 8 exchanges • sentence length: about 8 words • exchanges may contain 2 or 3 sentences • greetings and polite expressions • past, present and future tenses	P_3
12.2 Conversations about a previous activity	• type of activity • time • place • people involved • means of transportation • comparisons	• begin/end a conversation • ask for/give information • clarify/ask for clarification • ask/answer information questions • ask/say whether something is true or false	• 6 to 8 exchanges • sentence length: about 8 words • exchanges may contain 2 or 3 sentences • greetings and polite expressions • past tense	P_3

Oral Production in the ESL Program

Program: First-cycle secondary (Secondary 2)

Objective/ Text Type	Notions	Functions	Linguistics characteristics	Degree of mastery
12.3 Conversations about a thing	• name of thing • description • person to whom it belongs • comparison	• begin/end a conversation • ask for/give information • clarify/ask for clarification • ask/answer information questions • ask/say whether something is true or false	• 6 to 8 exchanges • sentence length: about 8 words • exchanges may contain 2 or 3 sentences • greeting and polite expressions • past, present and future tenses	P,
12.4 Conversations about a place	• name of place • geographical location • distance • physical characteristics • comparison	• begin/end a conversation • ask for/give information • clarify/ask for clarification • ask/answer information questions • ask/say whether something is true or false	• 6 to 8 exchanges • sentence length: about 8 words • exchanges may contain 2 or 3 sentences • greetings and polite expressions • past, present and future tenses	P,
13.1 Conversations about how to reach a description	• name of place • existence or non-existence • directions • distance	• attract attention • ask for/give information • clarify/ask for clarification • ask/answer information questions • thank someone	• 6 to 8 exchanges • sentence length: about 8 words • greeting and polite expressions • past tense, imperative mood	P,

Oral Production in the ESL Program

Program: First-cycle secondary (Secondary 2)

Objective/ Texyt Type	Notions	Functions	Linguistic characteristics	Degree of mastery
13.2 Conversations about plans to do something	• type of activity • time • • place • duration • reason for refusing	• begin/end a conversation suggest an activity • accept/refuse a suggestion • invite someone to do something • accept/refuse an invitation • ask for/give/refuse permission • ask for/offer/accept/refuse help	• 6 to 8 exchanges • sentence length: about 5 words • greetings and polite expressions • fixed expressions • prepositional phrases for time and place • present tense	P,
13.3 Conversations to obtain something	• type of article • availability • description • comparison	• begin/end a conversation • ask for/offer/refuse something • ask for/offer/refuse a a service • clarify/ask for clarification	• 6 to 8 exchanges • sentence length: about 8 words • greetings and polite expressions • fixed expressions • present tense	P3
13.4 Conversations to reach someone	• name of person • availability • why person is not available — wrong number — where person can be located • message — call to be returned — name — phone number	• begin/end a conversation • ask for someone • ask for/offer information about someone • clarify/ask for clarification • ask/answer an information question	• 4 to 6 exchanges • sentence length: about 8 words • greetings and polite expressions • fixed expressions • present tense	P,

Oral Production in the ESL Program

Program: First-cycle secondary (Secondary 2)

Objective/ Text Type	Notions	Functions	Linguistic characteristics	Degree of mastery
14.1 Conversations about interests	• likes • begin/end a conversation • dislikes • • preferences • desires •	find out about other people's interests express interests 2 or 3 sentences • greetings and polite expressions • past, present and future tenses	• 6 to 8 exchanges • sentence length: about 8 words • exchanges may contain	P_2
14.2 Conversations about attitudes	• agreement/disagreement • certainty/uncertainty • indifference • express attitude	• begin/end a conversation • find out about other people's attitudes • greetings and polite expressions • fixed expressions • present tense	• 6 to 8 exchanges • exchanges may contain 2 or 3 sentences	P_1
14.3 Conversations about feelings	• happiness/sadness • anger • sympathy • fear	• begin/end a conversation • find out about other people's feelings • express feelings	• 6 to 8 exchanges • sentence length: about 8 words • exchanges may contain 2 or 3 sentences • greetings and polite expressions • intonation important • fixed expressions • past, present and future tenses	P_1

Oral Production in the ESL Program

Program: Second-cycle Secondary

Level of difficulty	Operation	Task	Weighting
1	restating	27. Reconstruct the chronological sequence of facts or events	Sec. 3 = 30% Sec. 4 = 20% Sec. 5 = 10%
	questioning	31. Ask one or more questions related to one or more discrete items of information 33. Answer one or more questions related to one or more discrete items of information 35. Ask someone to clarify a question 39. Describe the physical characteristics of a person, an animal, an object or a place	
2	restating	25. Reformulate facts or events 28. Relate similar or different information given by several people on same topic 29. Summarize briefly the main information transmitted by another person	Sec. 3 = 60% Sec. 4 = 60% Sec. 5 = 60%
	questioning	32. Ask a question related to one or more global items of information 34. Answer a question related to one or more global items of information 36. Ask someone to clarify the ideas expressed	
	asserting	37. Express an opinion or formulate a hypothesis 38. Formulate the main idea of the message transmitted by another person 41. Express oneself using information transmitted by several people on the same topic 42. Report facts or describe events	
3	restating	24. Reformulate arguments for or against 26. Reformulate opinions, ideas, subjective statements or prejudices 30. Summarize briefly the main information transmitted by several people on same topic	Sec. 3 = 10% Sec. 4 = 20% Sec. 5 = 30%

Oral Production in the ESL Program

Program: Second-cycle Secondary

Level of difficulty	Operation	Task	Weighting
	asserting	40. Formulate one's own arguments on a given topic 43. Tell a story	
	discussing	44. Discussing the similarities and differences between one's own hypotheses and someone else's 45. Discuss the similarities and differences between certain hypotheses and the facts, events, ideas expressed in a given text 46. Discuss certain opinions or ideas expressed by another person	

Day	5	
Activity	2	***Principles for Teaching and Evaluating Oral Production***
Objective	To review the principles of the programs with reference to oral production	
Time	15 minutes	
References	Participants' Workbook, page 101	
Resources	None required	

Procedure

1 Remind the participants that the objectives of the program provide the basis for content validity (cf. Day 2).

2 Remind the participants that construct validity deals with the way in which an evaluation instrument reflects the instructional approach. To ensure construct validity, it is necessary to apply the principles that underlie the program not only to the teaching but also to the evaluation of oral production.

3 Go over *Criteria for Evaluating Instruments for Oral Production* (below and in the Participants' Workbook, page 101). These criteria, based on the principles underlying the programs, will help ensure construct validity.

4 Ask participants if they think these criteria are easier or more difficult to apply for oral production than for other skills.

☞ *Expect that participants will find them more difficult to apply because of time constraints and the number of students they must evaluate.*

Criteria for Evaluating Instruments for Oral Production

The following criteria are extracted from the principles underlying the programs. Applying these principles to instruments of evaluation ensures construct validity.

1. The technique/situation creates a genuine need for communication.

2. The technique/situation presents a realistic and authentic context.

3. The technique/situation requires the student to perform authentic tasks.

4. The technique/situation takes into account the various characteristics prescribed by the program (e.g., notions, levels of difficulty, linguistic characteristics, degree of mastery/threshold, weighting).

5. The technique/situation focuses on communicative competence.

Day	5	
Activity	3	***From Teaching to Evaluation***
Objective	To apply the principles of the program to oral production situations	
Time	45 minutes	
References	Participants' Workbook, page 102	
Resources	None required	

Procedure

Part 1

1 Ask participants to form groups of two or three and complete the questionnaire *Oral Situations and Construct Validity* in their workbooks, page 103.

2 Circulate among the groups, ensuring that they are discussing the reasons for their statements.

3 Try to have the groups justify their decisions and prepare their justifications for presentation to the plenary session.

4 Allow approximately 30 minutes for participants to complete the questionnaire.

5 Ask participants to share their findings. Go over each question and have participants present their reasoning.

☞ *The examples all contravene at least one of the principles of the programs. However, some debate may be expected as to which principles are not respected. Arguments could be put forward for almost any transgression. Be prepared to accept all reasonable responses.*

Answer Key

Oral Situations and Construct Validity

Instructions: For each of the situations below, indicate which criteria of construct validity are not respected.

	Need for communication	Realistic and authentic context	Authentic tasks	Program content (notions, text, characteristics, etc.)	Focus on communicative competence
1. Students are asked to read a text aloud.	√	√	√	√	√
2. Students are asked a list of questions. (e.g., How old are you? Where do you live? etc.)		√			
3. Students are told to ask each other specific questions prepared by the teacher (e.g., "Ask Julie where she lives.")	√	√	√		
4. Students are asked to prepare an oral report to be given the following week.	√	√	√	√	√
5. Students are told to include certain linguistic features (such as three idiomatic expressions or two past tenses) in their oral presentation.	√	√	√	√	√
6. Students are asked to name aspects from a picture.	√	√	√		√
7. Students are given a list of words and instructed to make up oral sentences using these words.	√	√	√	√	√
8. Students are asked to act out a dialogue that they've memorized beforehand.	√	√	√		
9. Students act out sketches taken from a drama book.	√	√	√	√	√
10. Students act out sketches that they prepare in advance.	√	√	√	√	√

Part 2

6 Ask participants which types of oral activities would be suitable for evaluating oral production. List their answers on the board.

7 Ask them to take notes.

8 Try to elicit the following, among others.

- participate in a role-play activity based only on a description of the situation and its participants
- play a game in which English is the medium
- have a conversation with teacher or peer about a project in hand
- take part in an interview
- participate in a conversation or exchange about real life ("Did you see Dallas, Miss?")
- relate a story from a visual or oral stimulus

9 Bring out the fact that all the above and any other similar situations *must* be contextualized to achieve maximum construct validity.

10 Emphasize that the important features of oral production in a communicative approach are that

a) there is an interaction (an exchange between at least two people)

b) this exchange is spontaneous

Therefore teachers should avoid teaching and evaluation techniques or situations that would

a) place a student in front of a group as a solo performer

b) result in prepared, memorized or teacher-controlled output (cf. No.5 in the questionnaire)

Day	5
Activity	4 ***Evaluation Criteria for Oral Production***
Objective	To acquaint participants with criteria for evaluating oral production in a communicative approach
Time	30 minutes
References	Participants' Workbook, page 104
Resources	None required

Procedure

1 Before looking at instruments, tell participants that the same criteria should be used when analysing or creating an evaluation instrument.

2 Ask participants to turn to *Evaluation Criteria for Oral Production* (Participants' Workbook, page 105; Workshop Leaders' Manual, page 219).

☞ *Draw the participants' attention to the fact that this is only a sample, particularly suitable for first-cycle secondary (although it may easily be adapted to primary or second-cycle secondary). Participants may wish to develop their own criteria and grids for use with their students.*

Also draw the participants' attention to the fact that the sample used here is particularly suitable for summative evaluation. In a formative evaluation situation, the teacher might wish to focus on specific, more discrete notions, functions or skills.

3 Elicit comments from participants, such as how to adapt the proposed evaluation scale to primary or second-cycle secondary.

Evaluation Criteria for Oral Production

1. Independence:	• Spontaneous production, as opposed to the need to ask for clarification or assistance
2. Appropriacy:	• Correctness of the information presented, based on the prescribed task
3. Fluency:	• Speed of enunciation, evenness of tempo • Number of sentences in a reply
4. Accuracy:	• Correct style, vocabulary and structure; logical sequence of utterances
5. Flexibility:	• Ability to adjust to change of topic, listener's reaction

Day	5	
Activity	5	***Instruments for Oral Evaluation***
Objective	To design types of instruments suitable for evaluating oral production	
Time	90 minutes	
References	Participants' Workbook, page 106	
Resources	None required	

Procedure

1 **Ask participants to refer to the criteria for oral evaluation presented in Activity 4.**

2 **Tell them to form groups of two or four and attempt to create one of the following using these or other criteria.**

- **student self-evaluation grid**
- **student peer-evaluation grid**
- **teacher observation grid**
- **etc.**

3 **Explain that sample extracts have been included in the following pages to help them get started.**

4 **When participants have finished, ask them to present their instruments and to name situations where their evaluation instruments would be useful and practical.**

5 **Ask the group to comment on the instruments' usefulness and construct validity.**

☞ ***The teacher observation grid is intended for formative evaluation. It allows the teacher to diagnose specific structural problems which impede the student's transmission of a clear message and indicates where remedial teaching is necessary.***

Student Self-Evaluation Grid (Extract)

	Always	Sometimes	Never
When I speak, I forget the words.			
When I have to speak to more than one person, I panic.			
I know what I want to say, but I can't think of the words.			
I translate in my head before I say anything.			
I try to get my idea across even if it doesn't sound just right.			
I use my dictionary when I can't find a word.			

Student Peer-Evaluation Grid (Extract)

	A little	A lot
He or she knows what he or she is talking about.		
He or she makes sense.		
He or she is clearly audible. (loudness)		
He or she sounds English. (intonation and pronunciation)		
He or she is fluent. (hesitancy)		
He or she is interesting.		

Teacher Observation Grid (Extract)

(Names of students)

____________________ needs coaching/help with the following:
____________________ — sentence structure.
____________________ — using simple phrases: e.g., Would you mind ... ?
I'm sorry
Of course
Indeed
etc.
____________________ — pronunciation of sounds like "s"

____________________ lacks — logic/sequencing
____________________ — understanding question words
____________________ — knowledge of sequence markers
____________________ — rhythm
____________________ — coherence

____________________ has improved — pace
____________________ — intonation
____________________ — length of sentences
____________________ — use of verb tenses (time)

Day	5	
Activity	6	***Designing Situations for Oral Evaluation***
Objective	To give practice in writing items to be used in evaluating oral production in a communicative approach	
Time	90 minutes	
References	Participants' Workbook, page 109	
Resources	None required	

Procedure

1 Refer participants to their notes on Activity 3, where suitable techniques were elicited and discussed.

☞ *Remind participants that the techniques have to be in agreement with the principles of the program and require interaction and spontaneity.*

2 Tell them that they will be asked to produce one or more items to be used in evaluating oral production.

3 Explain that a few examples have been given to illustrate what's expected of them. Go over the examples with them. Then ask them to complete the *Item Specification Grid* using the examples.

☞ *This is good practice before they design situations themselves; you might want to do this with the group as a whole before asking them to form pairs or groups of three.*

4 Ask them to form groups and to get on with the production of items.

5 The final step will be to ask the teams to present their items; the others will be expected to comment according to the criteria presented in Activity 4.

☞ *Another way of doing this would be to ask the teams to exchange the finished items and rate each other's items according to the criteria (cf. Activity 4).*

Extract 1

KWAQ, the most popular radio station among teenagers, records its noon show from a different school every week. Your school is hosting this week and Keith Brown, *the* most handsome DJ, goes around the cafeteria interviewing students at random. Here he comes. Answer his questions.

"Well now, a nice brunette on our show. Tell me:

— Are you a KWAQ listener?

— What kind of music do you like?

— Do you enjoy our noon show?

— Do you think it's a good idea to visit schools like we do?"

Extract 2

Tu es à l'aéroport de Miami avec tes parents, attendant l'avion qui va te ramener à Montréal. En attendant que l'avion arrive, tu te promènes dans l'aéroport. Bientôt tu te rends compte que tu es perdu. Tu cherches à retrouver tes parents au restaurant près d'une pharmacie où tu les as laissés. Tu abordes un agent de sécurité. Que vas-tu lui dire pour qu'il t'aide?

Extract 3

Tu fais un échange d'étudiants. Tu te trouves à Toronto. Tu viens d'être témoin d'un accident de voiture. Le policier te demande de raconter ce que tu as vu.

Answer Key

Item Specification Grid

Objective(s)	Technique	Situation/Task	Characteristics	Level of performance
Extract 1 14.1 14.2 14.3	Role play	Student/DJ Students ask and/ or answer	4 to 8 exchanges 5-8 words per sentence 2 or 3 sentences per exchange Intonation important Past, present and future tenses	P_2 (a little help regardless of errors in structure and pronunciation)
Extract 2 4.2.2 4.7.5	Role play	Student asks questions and asks for help	Simple sentences e.g., Can you help me? Help me please.	E_3 (without help with correct form despite phon ogical errors) Where's the ...?
Extract 3 42	Role play	Student retells an event	Presence of 2, 3 or 4 elements Depending on the level intended	Sujet Niveau de de difficulté Tâche 1 2 2 = 5 sec III 1 3 or 4 2 = 6-7sec IV

Day	5	
Activity	7	***Practice in Evaluating Oral Production***
Objective	To practise evaluating actual students involved in oral production	
Time	60 minutes	
References	Participants' Workbook, page 112	
Resources	Cassette recorder Cassette Handout 14	

Procedure

1 Ask the participants to go over the descriptions of the tasks that were assigned to the students (Participants' Workbook, pages 116-135; Workshop Leader's Manual, pages 231-250), as well as the observation grid that the participants will fill in as they listen to the tape (Participants' Workbook, page 115; Workshop Leader's Manual, page 230).

2 Go over the scale (Participants' Workbook, pages 113-114; Workshop Leader's Manual, pages 228-229) with the participants and distribute copies of Handout 14, *Oral Production Evaluation Grid*.

3 Allow the participants sufficient time to read the description of each task before the students are heard.

4 Remind participants of the procedure followed during the test:

- Each student is handed either *Task A* or *Task B* of a given situation.
- Students are allowed 10 minutes to study their own task.
- The students are then asked to perform the dialogue.

5 The participants listen to the tape and evaluate the students' performance according to the criteria established.

6 Stop after each student and go over the scoring.

☞

If there are significant differences in the evaluation of a performance, the tape may be played again and each aspect evaluated separately to clear up any discrepancy.

If the participants find it difficult to take all five criteria into account, have them concentrate on one aspect at a time, or have them form groups and have each group evaluate one aspect.

The tape may then be played again and, this time, two or more criteria may be focused upon. In actual classroom practice, the teachers can build up their ability to evaluate several aspects of production over a period of time.

You might find it useful to remind participants that the main objective of this activity is to allow them to arrive at a common interpretation of the criteria and to establish an unambiguous basis for evaluation.

Scale for Evaluating Oral Production

Each aspect of the production will be measured according to the following scale:

1. Independence

Marked difficulty	The student can barely communicate, even with help. (1 point)
Some difficulty	The student can communicate with continuous help regardless of errors in structure and pronunciation. (2 points)
Acceptable degree of mastery	The student can communicate with a little help, regardless of errors in structure and pronunciation. (3 points)
Exceptional degree of mastery	The student can communicate without help, with few errors in structure and regardless of errors in pronunciation. (4 points)

2. Appropriacy

Marked difficulty	The information presented bears little or no relation to the prescribed task. (1 point)
Some difficulty	Approximately half of the information presented bears a clear relation to the prescribed task. (2 points)
Acceptable degree of mastery	The information presented bears a clear relation to the prescribed task. (3 points)
Exceptional degree of mastery	The information presented bears a clear relation to the prescribed task and imparts additional facts. (4 points)

3. Fluency

Marked difficulty	Sparse, incomplete utterances; slow, uneven tempo; frequent and prolonged hesitations. (1 point)
Some difficulty	Utterances limited to one short sentence, errors in structure, slow enunciation, some hesitation. (2 points)

Acceptable degree of mastery	Well-formed utterances occasionally containing more than one sentence regardless of errors in structure, normal speed, slight hesitation. (3 points)
Exceptional degree of mastery	Well-formed utterances with few or no errors in structure, varied structure, varied structure, several sentences in an utterance, normal speed and tempo, no hesitation. (4 points)

4. Accuracy

Marked difficulty	Student cannot produce structured speech even with help, lacks vocabulary, shows little evidence of logical sequence of utterances. (1 point)
Some difficulty	Student needs to ask for occasional help with vocabulary or structure; can produce coherent utterances in logical sequence. (2 points)
Acceptable degree of mastery	Student can produce a coherent, logical speech without help. (3 points)
Exceptional degree of mastery	Student can produce a coherent, logical speech; without help, including additional information relevant to the prescribed task. (4 points)

5. Flexibility

Marked difficulty	Student cannot adjust to unexpected speech; produces own utterances without regard to partner's reaction. (1point)
Some difficulty	Student usually (although not always) takes partner's reactions into account. (2 points)
Acceptable degree of mastery	Student can adjust to change of topic, takes partner's reactions into account and limits comments to the prescribed task. (3 points)
Exceptional degree of mastery	Student adjusts well to changes of topic, adds personal comments expanding on the topic and can elicit response from partner through questions not specified in the prescribed task. (4 points)

Oral Production Evaluation Grid

Name of student	Independence	Appropriacy	Fluency	Accuracy	Flexibility	Total /20
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						
31.						
32.						
33.						

1. Marked difficulty
2. Some difficulty
3. Acceptable degree of mastery
4. Exceptional degree of mastery

Situations Used for Practising Oral Evaluation

SITUATION 1 : Objectif 12.1

Tâche A : Un(e) nouvel(le) élève anglophone vient d'arriver à ton école. Afin de l'intégrer à ton groupe, tu lui parles un peu de tes copains (copines) de classe. Voici ce que vous dites de ton (ta) meilleur(e) ami(e).

Tu parles en premier. Tu dois...

1. ... demander si l'élève B connaît ton (ta) meilleur(e) ami(e);
2. ... décrire l'apparence physique de ton (ta) meilleur(e) ami(e);
3. ... parler de ses activités préférées.

Tâche B : Tu arrives dans une école anglophone. Un(e) jeune de ton âge t'accueille et te parle de ses copains de classe. Voici ce que vous dites de son (sa) meilleur(e) ami(e).

Tu parles en deuxième. Tu dois...

1. ... dire que tu ne connais pas l'ami(e) de ton (ta) copain (copine) et te renseigner sur son apparence physique;
2. ... t'enquérir de ses activités préférées;
3. ... exprimer ton désir de rencontrer l'ami(e) de ton (ta) copain (copine).

SITUATION 2 : Objectif 13.2

Tâche A : Tu appelles un(e) ami(e) anglophone, que tu n'as pas vu depuis quelque temps, pour l'inviter à une partie Canadiens-Nordiques au Colisée de Québec.

Tu parles en premier. Tu dois...

1. ... engager la conversation et demander à ton ami(e) de t'accompagner à une partie de hockey au Colisée de Québec;
2. ... répondre en mentionnant la date et l'heure;
3. ... exprimer ta déception et demander la raison du refus.

Tâche B : Un(e) ami(e) anglophone, que tu n'as pas vu depuis quelque temps, t'appelle pour t'inviter à une partie Canadiens-Nordiques au Colisée de Québec.

Tu parles en deuxième. Tu dois...

1. ... exprimer ta surprise et demander quand et à quelle heure est la partie;
2. ... dire que tu es désolé(e) mais que tu dois refuser son invitation;
3. ... donner une bonne raison et lui dire de t'appeler une prochaine fois.

Situations Used for Practising Oral Evaluation

SITUATION 3 : Objectif 13.1

Tâche A : Tu rencontres un(e) visiteur(euse) anglophone dans le hall central de l'école. Celui-ci (Celle-ci) te demande où se trouve le bureau du directeur.

Tu engages la conversation. Tu dois...

1. ... offrir d'aider le (la) visiteur(euse);
2. ... donner le renseignement demandé sans donner le détails;
3. ... indiquer le chemin à suivre;
4. ... terminer la conversation.

Tâche B : Tu te trouves dans une école anglaise et tu demandes à un(e) élève de t'indiquer l'endroit où se trouve le bureau du directeur.

Tu parles en deuxième. Tu dois...

1. ... remercier de l'offre qui t'est faite et demander où se trouve le bureau du directeur;
2. ... demander de t'indiquer le chemin car tu ne connais pas l'école;
3. ... remercier l'élève et lui souhaiter une bonne journée.

SITUATION 4 : Objectif 12.2

Tâche A : Un(e) de tes amis(es) anglophones arrive d'un échange d'étudiants. Tu le (la) rencontres au moment où ses parents le (la) ramènent à la maison.

Tu parles en premier. Tu dois...

1. ... saluer ton ami(e) et lui demander où il (elle) est allé(e);
2. ... demander comment il (elle) est allé(e) là-bas;
3. ... demander quelles ont été ses activités préférées;
4. ... dire ce que toi, tu as fait pendant tes vacances.

Tâche B : Tu arrives d'un échange d'étudiants à Toronto. Tu rencontres un(e) ami(e) anglophone et ce (cette) dernier(ère) s'informe de ton voyage.

Tu parles en deuxième. Tu dois...

1. ... répondre à ses salutations et lui dire où tu es allé(e);
2. ... dire le moyen de transport utilisé et ta réaction suite à cette nouvelle expérience;
3. ... décrire tes activités préférées.

Situations Used for Practising Oral Evaluation

SITUATION 5 : Objectif 12.1

Tâche A : Un(e) nouvel(le) élève anglophone vient d'arriver à ton école. Afin de l'intégrer à ton groupe, tu lui parles un peu de tes copains (copines) de classe. Voici ce que vous dites de ton (ta) meilleur(e) ami(e).

Tu parles en premier. Tu dois...

1. ... demander si l'élève B connaît ton (ta) meilleur(e) ami(e);
2. ... décrire l'apparence physique de ton (ta) meilleur(e) ami(e);
3. ... parler de ses activités préférées.

Tâche B : Tu arrives dans une école anglophone. Un(e) jeune de ton âge t'accueille et te parle de ses copains de classe. Voici ce que vous dites de son (sa) meilleur(e) ami(e).

Tu parles en deuxième. Tu dois...

1. ... dire que tu ne connais pas l'ami(e) de ton (ta) copain (copine) et te renseigner sur son apparence physique;
2. ... t'enquérir de ses activités préférées;
3. ... exprimer ton désir de rencontrer l'ami(e) de ton (ta) copain (copine).

Situations Used for Practising Oral Evaluation

SITUATION 6 : Objectif 12.2

Tâche A : Un(e) de tes amis(es) anglophones arrive d'un échange d'étudiants. Tu le (la) rencontres au moment où ses parents le (la) ramènent à la maison.

Tu parles en premier. Tu dois...

1. ... saluer ton ami(e) et lui demander où il (elle) est allé(e);
2. ... demander comment il (elle) est allé(e) là-bas;
3. ... demander quelles ont été ses activités préférées;
4. ... dire ce que toi, tu as fait pendant tes vacances.

Tâche B : Tu arrives d'un échange d'étudiants à Toronto. Tu rencontres un(e) ami(e) anglophone et ce (cette) dernier(ère) s'informe de ton voyage.

Tu parles en deuxième. Tu dois...

1. ... répondre à ses salutations et lui dire où tu es allé(e);
2. ... dire le moyen de transport utilisé et ta réaction suite à cette nouvelle expérience;
3. ... décrire tes activités préférées.

Situations Used for Practising Oral Evaluation

SITUATION 7 : Objectif 13.1

Tâche A : Tu rencontres un(e) visiteur(euse) anglophone dans le hall central de l'école. Celui-ci (Celle-ci) te demande où se trouve le bureau du directeur.

Tu engages la conversation. Tu dois…

1. … offrir d'aider le (la) visiteur(euse);
2. … donner le renseignement demandé sans donner de détails;
3. … indiquer le chemin à suivre;
4. … terminer la conversation.

Tâche B : Tu te trouves dans une école anglaise et tu demandes à un(e) élève de t'indiquer l'endroit où se trouve le bureau du directeur.

Tu parles en deuxième. Tu dois…

1. … remercier de l'offre qui t'est faite et demander où se trouve le bureau du directeur;
2. … demander de t'indiquer le chemin car tu ne connais pas l'école;
3. … remercier l'élève et lui souhaiter une bonne journée.

Situations Used for Practising Oral Evaluation

SITUATION 8 : Objectif 13.2

Tâche A : Tu appelles un(e) ami(e) anglophone, que tu n'as pas vu depuis quelque temps, pour l'inviter à une partie Canadiens-Nordiques au Colisée de Québec.

Tu parles en premier. Tu dois...

1. ... engager la conversation et demander à ton ami(e) de t'accompagner à une partie de hockey au Colisée de Québec;
2. ... répondre en mentionnant la date et l'heure;
3. ... exprimer ta déception et demander la raison du refus.

Tâche B : Un(e) ami(e) anglophone, que tu n'as pas vu depuis quelque temps, t'appelle pour t'inviter à une partie Canadiens-Nordiques au Colisée de Québec.

Tu parles en deuxième. Tu dois...

1. ... exprimer ta surprise et demander quand et à quelle heure est la partie;
2. ... dire que tu es désolé(e) mais que tu dois refuser son invitation;
3. ... donner une bonne raison et lui dire de t'appeler une prochaine fois.

Situations Used for Practising Oral Evaluation

SITUATION 9 : Objectif 13.4

Tâche A : Un(e) jeune anglophone appelle à la maison pour parler à X mais X n'est pas là.

Tu parles en premier. Tu dois…

1. … répondre au téléphone;
2. … dire que tu es désolé mais que X n'est pas à la maison;
3. … dire que tu ne sais pas et lui demander s'il (si elle) veut laisser un message;
4. … dire que tu feras le message à X.

Tâche B : Tu appelles un(e) ami(e) anglophone afin de l'inviter à sortir avec toi ce soir.

Tu parles en deuxième. Tu dois…

1. … saluer la personne qui répond et demander de parler à ton ami(e);
2. … demander où se trouve ton ami(e);
3. … laisser le message de te rappeler chez toi avant six heures;
4. … remercier et terminer la conversation.

Situations Used for Practising Oral Evaluation

SITUATION 10 : Objectif 12.1

Tâche A : Tu appelles un(e) ami(e) anglophone pour lui parler du beau garçon (de la belle fille) que tu as rencontré(e) à la disco de l'école hier soir.

Tu parles en premier. Tu dois...

1. ... engager la conversation en disant que tu as rencontré quelqu'un;
2. ... mentionner son nom et le (la) décrire physiquement;
3. ... répondre à la question qui te sera posée sur les goûts et/ou intérêts de ce (cette) nouvel(le) ami(e).

Tâche B : Un(e) de tes amis(es) anglophones t'appelle pour te parler de quelqu'un qu'il (elle) a rencontré à la disco de l'école hier soir.

Tu parles en deuxième. Tu dois...

1. ... répondre à la salutation en t'informant de l'identité de la personne;
2. ... exprimer ton intérêt et t'informer des goûts de ce (cette) nouvel(le) ami(e);
3. ... mentionner le désir de rencontrer le beau garçon (la belle fille) et terminer la conversation.

Situations Used for Practising Oral Evaluation

SITUATION 11 : Objectif 12.2

Tâche A : Un(e) de tes amis(es) anglophones arrive d'un échange d'étudiants. Tu le (la) rencontres au moment où ses parents le (la) ramènent à la maison.

Tu parles en premier. Tu dois...

1. ... saluer ton ami(e) et lui demander où il (elle) est allé(e);
2. ... demander comment il (elle) est allé(e) là-bas;
3. ... demander quelles ont été ses activités préférées;
4. ... dire ce que toi, tu as fait pendant tes vacances.

Tâche B : Tu arrives d'un échange d'étudiants à Toronto. Tu rencontres un(e) ami(e) anglophone et ce (cette) dernier(ère) s'informe de ton voyage.

Tu parles en deuxième. Tu dois ...

1. ... répondre à ses salutations et lui dire où tu es allé(e);
2. ... dire le moyen de transport utilisé et ta réaction suite à cette nouvelle expérience;
3. ... décrire tes activités préférées.

Situations Used for Practising Oral Evaluation

SITUATION 12 : Objectif 12.3

Tâche A : C'est ton anniversaire et tu as reçu en cadeau un disque de Madonna et une bicyclette. Tu téléphones à ton ami(e) anglophone pour lui en parler.

Tu parles en premier. Tu dois...

1. ... saluer et demander à ton (ta) copain (copine) s'il sait ce que tu as reçu pour ta fête;
2. ... mentionner tes cadeaux et ta satisfaction;
3. ... donner des précisions sur ta bicyclette ou sur le disque.

Tâche B : Ton ami(e) anglophone t'appelle pour te parler de ses cadeaux de fête.

Tu parles en deuxième. Tu dois...

1. ... répondre à ses salutations et t'informer des cadeaux qu'il (elle) a reçus;
2. ... exprimer ta joie et demander des précisions sur un des objets;
3. ... dire que tu es content(e) pour lui (elle) et le (la) féliciter.

Situations Used for Practising Oral Evaluation

SITUATION 13 : Objectif 13.1

Tâche A : Tu es à la gare de trains de Toronto. Tu n'as pas d'horaire et tu aimerais savoir quel train prendre pour Québec. Tu aperçois un(e) jeune avec un horaire à la main.

Tu parles en premier. Tu dois...

1. ... engager la conversation et demander à la personne si elle peut t'aider;
2. ... dire que tu veux aller à Québec et que tu ne sais pas quel train prendre;
3. ... remercier l'interlocuteur(trice) et demander quel est le numéro du train à prendre.

Tâche B : Tu es dans la gare de trains de Toronto. Alors que tu consultes l'horaire de trains que tu tiens à la main, un(e) jeune s'approche de toi.

Tu parles en deuxième. Tu dois...

1. ... répondre que tu veux bien l'aider et demander ce que tu peux faire;
2. ... dire que la personne doit prendre le train de 8 heures pour Montréal et de là, changer pour celui de 13 heures vers Québec;
3. ... donner un numéro de train et souhaiter bon voyage.

Situations Used for Practising Oral Evaluation

SITUATION 14 : Objectif 13.1

Tâche A : Tu rencontres un(e) visiteur(euse) anglophone dans le hall central de l'école. Celui-ci (Celle-ci) te demande où se trouve le bureau du directeur.

Tu engages la conversation. Tu dois...

1. ... offrir d'aider le (la) visiteur(euse);
2. ... donner le renseignement demandé sans donner de détails;
3. ... indiquer le chemin à suivre;
4. ... terminer la conversation.

Tâche B : Tu te trouves dans une école anglaise et tu demandes à un(e) élève de t'indiquer l'endroit où se trouve le bureau du directeur.

Tu parles en deuxième. Tu dois...

1. ... remercier de l'offre qui t'est faite et demander où se trouve le bureau du directeur;
2. ... demander de t'indiquer le chemin car tu ne connais pas l'école;
3. ... remercier l'élève et lui souhaiter une bonne journée.

Situations Used for Practising Oral Evaluation

SITUATION 15 : Objectif 12.4

Tâche A : Tu pars en voyage à la fin du mois. Tu appelles ton ami(e) anglophone pour lui parler de ton projet.

Tu parles en premier. Tu dois...

1. ... saluer ton ami(e) et lui annoncer que tu pars en voyage;
2. ... répondre par le nom de la ville et du pays;
3. ... nommer deux ou trois endroits que tu visiteras dans cette ville.

Tâche B : Ton ami(e) anglophone t'appelle pour te dire qu'il (elle) part en voyage à la fin du mois. Tu t'informes de son projet.

Tu parles en deuxième. Tu dois...

1. ... demander où ton ami(e) va exactement;
2. ... demander ce qu'il (elle) va visiter dans cette ville;
3. ... nommer un ou deux endroits que toi tu aimerais visiter.

Situations Used for Practising Oral Evaluation

SITUATION 16 : Objectif 12.1

Tâche A : Un(e) nouvel(le) élève anglophone vient d'arriver à ton école. Afin de l'intégrer à ton groupe, tu lui parles un peu de tes copains (copines) de classe. Voici ce que vous dites de ton (ta) meilleur(e) ami(e).

Tu parles en premier. Tu dois…

1. … demander si l'élève B connaît ton (ta) meilleur(e) ami(e);
2. … décrire l'apparence physique de ton (ta) meilleur(e) ami(e);
3. … parler de ses activités préférées.

Tâche B : Tu arrives dans une école anglophone. Un(e) jeune de ton âge t'accueille et te parle de ses copains de classe. Voici ce que vous dites de son (sa) meilleur(e) ami(e).

Tu parles en deuxième. Tu dois…

1. … dire que tu ne connais pas l'ami(e) de ton (ta) copain (copine) et te renseigner sur son apparence physique;
2. … t'enquérir de ses activités préférées;
3. … exprimer ton désir de rencontrer l'ami(e) de ton (ta) copain (copine).

Situations Used for Practising Oral Evaluation

SITUATION 17 : Objectif 13.2

Tâche A : Tu appelles un(e) ami(e) anglophone, que tu n'as pas vu depuis quelque temps, pour l'inviter à une partie Canadiens-Nordiques au Colisée de Québec.

Tu parles en premier. Tu dois...

1. ... engager la conversation et demander à ton ami(e) de t'accompagner à une partie de hockey au Colisée de Québec;
2. ... répondre en mentionnant la date et l'heure;
3. ... exprimer ta déception et demander la raison du refus.

Tâche B : Un(e) ami(e) anglophone, que tu n'as pas vu depuis quelque temps, t'appelle pour t'inviter à une partie Canadiens-Nordiques au Colisée de Québec.

Tu parles en deuxième. Tu dois...

1. ... exprimer ta surprise et demander quand et à quelle heure est la partie;
2. ... dire que tu es désolé(e) mais que tu dois refuser son invitation;
3. ... donner une bonne raison et lui dire de t'appeler une prochaine fois.

Situations Used for Practising Oral Evaluation

SITUATION 18 : Objectif 13.4

Tâche A : Un(e) jeune anglophone appelle à la maison pour parler à X mais X n'est pas là.

Tu parles en premier. Tu dois...

1. ... répondre au téléphone;
2. ... dire que tu es désolé mais que X n'est pas à la maison;
3. ... dire que tu ne sais pas et lui demander s'il (si elle) veut laisser un message;
4. ... dire que tu feras le message à X.

Tâche B : Tu appelles un(e) ami(e) anglophone afin de l'inviter à sortir avec toi ce soir.

Tu parles en deuxième. Tu dois...

1. ... saluer la personne qui répond et demander de parler à ton ami(e);
2. ... demander où se trouve ton ami(e);
3. ... laisser le message de te rappeler chez toi avant six heures;
4. ... remercier et terminer la conversation.

Situations Used for Practising Oral Evaluation

SITUATION 19 : Objectif 13.3

Tâche A : Tu prépares une réception pour la fin de l'année. Il te manque un disque. Tu rencontres un(e) ami(e).

Tu parles en premier. Tu dois...

1. ... saluer ton ami(e), lui dire que tu organises une réception et demander si tu peux emprunter un disque;
2. ... répondre que tu désires de la musique rock et demander s'il (si elle) en a;
3. ... donner le titre désiré et demander à ton ami(e) de l'apporter à la soirée.

Tâche B : Un(e) de tes ami(es) prépare une réception et veut emprunter un disque.

Tu parles en deuxième. Tu dois...

1. ... répondre aux salutations et demander quelle sorte de musique il (elle) désire;
2. ... dire que tu as trois ou quatre de ces disques, donner les titres et demander à ton ami(e) de choisir;
3. ... accepter d'apporter le disque et terminer la conversation.

Situations Used for Practising Oral Evaluation

SITUATION 20 : Objectif 12.4

Tâche A : Ton (ta) copain (copine) anglophone part en vacances pour l'été. Tu t'informes de l'endroit.

Tu parles en premier. Tu dois...

1. ... saluer et demander à ton (ta) copain (copine) où il (elle) passera ses vacances;
2. ... demander de préciser le lieu de sa destination;
3. ... dire que tu as déjà visité l'endroit;
4. ... parler de la température.

Tâche B : Tu pars en vacances pour l'été. Tu rencontres un(e) copain (copine) anglophone qui s'informe de tes projets.

Tu parles en deuxième. Tu dois...

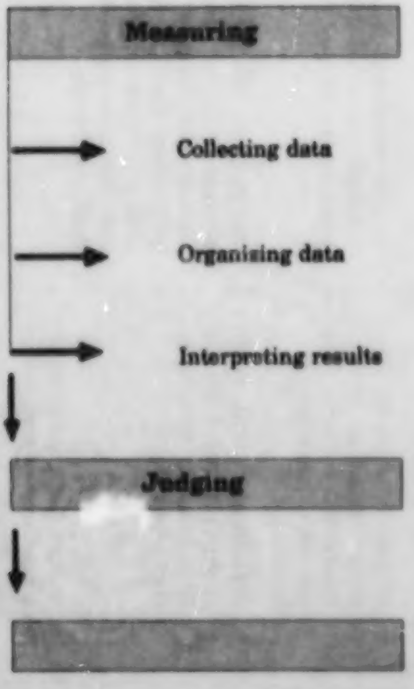
1. ... répondre aux salutations de ton ami(e) et mentionner ta destination;
2. ... répondre en précisant où se trouve l'endroit;
3. ... demander des précisions sur la température.

Handout Kit

The Evaluation Process

Sequence

Purpose



The collecting of data essential to the deciding phase. Measuring consists of:

- Collecting data directly related to the information being sought
- Analysing the collected data and organizing to allow interpreting
- Drawing conclusions from the collected, organized data

Judging the collected data as justly as possible

Determining the best possible course of action with regard to student's future progress or achievement

Summary Chart

FSL Secondary Programs

Guiding Principles	Implications for Evaluation
a) View language as a means of communication:	
• encourage the use of the second language in meaningful contexts	Instruments should reflect this preoccupation with contextualization, authenticity and meaning in the selection of texts and situations for evaluation purposes.
• organize activities that meet an authentic or realistic communication need	
• tolerate errors in form that do not interfere with the sending or receiving of messages	This tolerance of error applies equally to evaluation, since what is being assessed is communicative competence.
b) Stress the importance of practising the language in authentic or realistic contexts:	
• present activities for language practice within meaningful contexts that are rich in language possibilities	Instruments should contain samples of authentic speech that are different from the texts already studied.
• organize activities in which students are called upon to come to terms with unfamiliar language	The students will have to demonstrate their ability to deal with communication problems through tasks with which they are familiar but that are based on situations and texts that have not necessarily been dealt with before.
c) Place more emphasis on comprehension than on production:	
• provide many and varied opportunities for listening and reading	Evaluation will place greater emphasis and greater expectations on comprehension than on production.

Summary Chart

ESL Primary Program

Guiding Principles	Implications for Evaluation
1. Present activities within meaningful contexts, within a rich linguistic environment.	1. Instruments should contain samples of authentic speech in meaningful contexts.
2. Organize activities that meet an authentic or realistic communication need.	2. Instruments should reflect this preoccupation with authenticity in the selection of situations for evaluation purposes.
3. Give precedence to the message rather than the form.	3. The purpose of evaluation is to determine the students' ability to transmit and receive messages, not to determine their ability to manipulate language forms.
4. View language as a means of communication and tolerate errors in form that do not interfere with the sending or receiving of messages.	4. This tolerance of error applies equally to evaluation, since what is being assessed is communicative competence.
5. Integrate all four basic skills with special emphasis on listening and speaking.	5. The main focus of evaluation should be on oral-aural skills.

ESL Secondary Programs

Guiding Principles	Implications for Evaluation
a) View language as ________	
• encourage the use of the second language in ________	• Instruments should reflect this preoccupation with ________ and ________ in the selection of texts and situations for evaluation purposes.
• organize activities that meet an ________ or realistic communication need	
• tolerate errors in form that do not interfere with the ________ or receiving of messages.	• This ________ applies equally well to evaluation since what is being assessed is ________
b) Stress the importance of practising the language in ________ contexts	
• present activities for language practice within meaningful contexts that are rich in ________	• Instruments should contain samples of ________ that are ________ the texts already studied.
• organize activities in which students are called upon to come to terms with ________	• The students will have to demonstrate their ability to deal with communication problems through ________ but which are based on ________ and texts that have not necessarily been ________ before.
c) Place more emphasis on ________ than on ________	• Evaluation will place greater emphasis and greater expectations on ________ than on ________
• provide many and varied opportunities for ________	

Summary Chart

ESL Primary Program

Guiding Principles	Implications for Evaluation
1. Present activities within ____________, within ____________________	1. Instruments should contain samples of ____________ in ____________ contexts.
2. Organize activities that meet an authentic or realistic ________ ____________________	2. Instruments should reflect this preoccupation with ________ ____ in the selection of ________ for evaluation purposes.
3. Give precedence to the message rather than ____________	3. The purpose of evaluation is to determine the students' ability to transmit and receive messages, not to determine their ability to manipulate language forms.
4. View language as ________ and tolerate ____________ that do not interfere with the sending or receiving of ________	4. This tolerance ____________ applies equally well to evaluation since what is being assessed is ____________ ____________________
5. Integrate all four basic skills with special emphasis on ________ ____________________	5. The main focus of evaluation should be on ____________.

Answer Key

Differences between Formative and Summative Evaluation

Using the information in the previous activities, attempt to make a statement illustrating the differences between formative and summative evaluation.

	Formative Evaluation	Summative Evaluation
Purpose (why)	• Promote learning and students' progress	• Assess achievement on: — entire program — terminal segment of a program
Focus (what)	• Knowledge, skills and attitudes • Conditions that influence learning (class atmosphere, students' motivation, interest) • Learning specific to an objective	• Terminal objectives of program • Partial terminal objectives at end of each year of cycle program
Method (how)	• Less structured means such as: — informal observation — oral questioning — discussion • Instruments such as: — observation and rating scale — evaluation task and grid — oral or written tests	• Valid instruments based on: — definition of domain — evaluation situations compatible with a communicative approach
Moment (when)	• At frequent/regular intervals	• Once the program is completed • End of the school year
Agent (who)	• Shared responsibility: — teacher — student self-evaluation, student-teacher or student-peer evaluation	• Shared responsibility: — teacher — school board — MEQ
Decision	• Continue or modify teaching methods: — planning — choice of strategies, material • Present remedial or enrichment activities • etc.	• give credits (or not) • promote students (or not) • certification • student counselling • etc.

Answer Key

Testing What Is Taught
Program: Primary ESL

Foundations of the Program	Global Objective
Instructional approach • Communicative approach • Functional use of language **Guiding principles** 1. Respect pupils' age level, needs and interests 2. Respect pupils' cognitive and affective development 3. Provide rich linguistic environment 4. Stress authentic or realistic contexts 5. Message is more important than form 6. Tolerate errors that do not interfere with sending or receiving a message 7. Integrate various skills **Organization** • Selection based on needs analysis and respect of pupils' age level and interests • Higher proportion of comprehension (receptive) skills • Stress oral-aural skills	The non-Anglophone pupil should be able to communicate in English in situations consistent with the needs and interests of his or her age group.
	General Objectives
	The pupil should be able to understand written and oral messages in a limited number of situations familiar to Anglophone children of the same age group. The pupil should be able to express himself or herself orally and in writing in a limited number or situations familiar to Anglophone children of the same age group.

Answer Key

Testing What Is Taught

Program: Primary ESL (continued)

Category	Terminal Objectives			
	Objectives	**Functions**	**Weighting of skills**	**Degree of mastery**
Factual information	1.1.1 to 1.5.2	Identify Describe Narrate	Listening: 30% (with no interaction) Speaking: 15% (with no interaction) Listening/Speaking (interaction): 40% Reading: 10% Writing: 5%	Comprehension C Production E_1 E_2 E_3 (3.1.1-1.5.2)
Intellectual attitudes	2.1.1 to 2.7.2	Express capability obligation certainty Agree/Disagree Offer Accept/Decline		
Affective attitudes	3.1.1 to 3.4.4	Express likes/dislikes intentions wants preferences		
Inciting action	4.1.1 to 4.9.4	Suggest Ask for help/Offer help Invite Warn Instruct Direct Ask for permission/ clarification Request people/things		
Social acts	5.1.1 to 5.5.2	Introduce Greet/Leave Thank Apologize		

Answer Key

Testing What Is Taught
Program: Primary ESL (continued)

Functions and Notions				
Category	**Functions**		**General notions**	**Specific notions**
Factual information	**Identify Describe Narrate**		**People Places Things Activities**	**Personal identification Parts of the body Clothing Occupations Family and friends**
Intellectual attitudes	**Express Agree/Disagree Offer Accept/Decline**	**capability obligation certainty**		**Home Neighbourhood School surroundings Outings Places Transportation Time, seasons, weather**
Affective attitudes	**Express**	**likes/dislikes intentions wants preferences**		
Initiating action	**Suggest Ask for help/Offer help Invite Warn Instruct Direct Ask for permission/clarification Request people/things**			**Home Neighbourhood School objects Leisure-time activities Sports equipment Food and drink Animals Holidays and other occasions**
Social acts	**Introduce Greet/Leave Apologize**			**School activities Leisure-time activities Sports activities Holidays and other occasions Time, seasons, weather**

Answer Key

Testing What Is Taught
Program: First-cycle secondary ESL

Foundations of the Program	Global Objective
Instructional approach • Communicative approach • Functional use of language **Guiding principles** 1. Respect students' needs and interests 2. Take into account different learning styles 3. Encourage a positive attitude toward learning 4. View language as a means of communication 5. Place more emphasis on comprehension than on production 6. Stress the importance of practising the language in authentic or realistic contexts **Organization** • Greater importance to meaning than to form • Text types consistent with language situations students are most likely to experience in secondary 1 and 2 • 14 terminal objectives • 2 main headings: comprehension, production	At the end of the secondary level, students will get along in English in everyday situations.
	General Objectives
	On completion of the first cycle of secondary school, the student should be able to understand a limited number of authentic oral and written messages that might be useful to him or her in actual and possible situations involving the second language. On completion of the first cycle of secondary school, the student should be able to express himself or herself orally and in writing in a limited number of actual and possible situations involving the second language.

Answer Key

Testing What Is Taught

Program: First-cycle secondary EBL (continued)

Terminal Objectives			
Objectives	**Skills**	**Weighting**	**Degree of mastery**
1. To find out facts	Oral comprehension	30%	C_1, C_2
2. To find out what to do			C_1, C_2, C_3
3. To find out about interests, attitudes, feelings			C_1
4. To be entertained, to find main idea, important points			C_1
5. To find out facts	Written comprehension	30%	C_2, C_3
6. To find out what to do			C_1, C_3
7. To find out about interests, attitudes, feelings			C_2, C_3
8. To be entertained, to find main ideas, important points			C_3
9. To find out or to give facts	Written production	20%	P_1, P_2, P_3
10. To get someone to do something			P_2, P_3, P_4
11. To express interests, attitudes, feelings			P_1, P_2, P_3
12. To exchange information	Oral production	20%	P_3
13. To get someone else to do something			P_3
14. To discuss interests, attitudes, feelings			P_3

Answer Key

Testing What Is Taught

Program: First-cycle secondary ESL (continued)

Intermediate Objectives		Characteristics of Texts	
Text types	**Notions**	**Language**	**Other**
1.1 Weather reports	• Prevailing conditions • Temperature • Forecast • Place • Comparison	• Telegraphic language • Sentence length: maximum 10 words • Mainly nouns and adjectives • Some adverbs of time	• Recorded or live • Maximum speed: 35 words/15 seconds • About Québec • About the present day, the following day and subsequent days • 2 or 3 comparisons between cities or regions
5.1 Menus	• Names of foods • Types of foods • Description of meals • Prices	• 1 or 2 adjectives for each item • Prepositional phrases used to add detail	• Handed out to customers in a restaurant • Pictures may be used
9.1 Personal data card	• Personal data • Physical data	• Incomplete sentences acceptable • Sentence length: approximately 5 words • Elements should be listed	• Pictures may be used • Questionnaire form

12. 1 Conversations about a person	• Name of the person
	  • relationship to others
	• Physical description
	  • physical features
	  • clothes
	• Where the person can be found
	• Personality traits
	• Abilities
	• Goals
	• Obligations
	• Health
	• Comparisons
	• Past and present activities
		• Limited to 6 to 8 exchanges
		• Sentence length: approximately 8 words
		• Exchanges may contain 2 or 3 sentences
		• Greetings and polite expressions
		• Past, present and future time
			• To begin or end a conversation
			• To ask for or give information
			• To clarify or ask for clarification
			• To ask an information question
			• To answer an information question
			• To say whether something is true or false

Answer Key

Testing What Is Taught
Program: Second-cycle secondary ESL

Foundations of the Program	Global Objective
Instructional approach • Communicative approach • Functional use of language **Guiding principles** 1. Respect students' needs and interests 2. Encourage a positive attitude towards learning 4. View language as a means of communication 5. Place more emphasis on comprehension than on production while integrating the two **Organization** • Take into account the learning process • Greater importance to meaning than to form • Grammar as enabling skill and not teaching focus • Text types consistent with operations although no text type is compulsory • Tasks based on operations	At the end of the secondary level, students will get along in English in everyday situations.
	General Objectives
	On completing the second cycle of secondary school, the student should be able to understand authentic oral and written messages using privileged operations (strategies). On completing the second cycle of secondary school, the student should be able to express himself or herself orally and in writing in situations requiring different operations.

Answer Key

Testing What Is Taught

Program: Second-cycle secondary ESL (continued)

Terminal Objectives			
Objectives	**Category/Skill**	**Weighting**	**Degree of mastery**
1. To prove or disprove a hypothesis 2. To ask about actions to be carried out 3. To solve a problem or make a decision 4. To form an opinion or find out about other people's opinions 5. To find out about other people's interests, attitudes, feelings, goals 6. To find out about facts or events	Comprehension • Oral • Written	 24% 36%	Secondary 3: Rating 5 Secondary 4: Rating 7 Secondary 5: Rating 9
1. To tell someone or to ask about facts or events 2. To tell someone or to ask about the solution to a problem or a decision 3. To tell someone or to ask about actions to be carried out 4. To tell someone about one's own or others' interests, attitudes, feelings, goals, opinions, hypotheses and to find out about these things from others.	Production • Oral • Written	 16% 24%	

Answer Key

Testing What Is Taught

Program: Second-cycle secondary ESL (continued)

Intermediate Objectives		
Operations	**Tasks**	**Levels of difficulty**
Inferring meaning	1. Identify words related though meaning 2. Make associations of ideas among different words 3. Make predictions based on extra-textual support 4. Make predictions based on set words or phrases 5. Make predictions based on the introduction 6. Make predictions based on a segment of the text	1 2 1 1 2 2
Finding global information (Skimming)	7. Identify key words/phrases in a text 8. Identify key sentences in a text 9. Identify main idea in a text 10. Identify supporting ideas in a text	1 2 2 3
Locating specific information (Scanning)	11. Identify a discrete item of information 12. Identify several discrete items of information 13. Identify a global item of factual information 14. Identify several global items of factual information	1 2 2 3
Looking for details	15. Distinguish between certain arguments for and against 16. Distinguish between certain facts and opinions 17. Distinguish between general statements and specific statements 18. Identify certain subjective statements or prejudices 19. Retrace the chronological sequence of facts or events 20. Identify inconsistencies, absence of logical links or sequence of ideas	2 3 2 3 1 3
Comparing information	21. Identify information which is the same in several texts on same topic 22. Identify information which is different, complementary or contradictory 23. Identify similarities and differences among opinions, arguments, prejudices in several texts on same topic	1 2 3

Answer Key

Testing What Is Taught
Program: Second-cycle secondary ESL (continued)

Intermediate Objectives		
Operations	**Tasks**	**Levels of Difficulty**
Restating	24. Reformulate arguments for or against	3
	25. Reformulate facts or events	2
	26. Reformulate opinions, ideas, subjective statements or prejudices	3
	27. Reconstruct the chronological sequence of facts or events	1
	28. Relate similar or different information given by several people on same topic	2
	29. Summarise briefly the main information transmitted by several people on same topic	2
	30. Summarise briefly the main information transmitted by another person	3
Questioning	31. Ask one or more questions related to one more discrete items of information	1
	32. Ask a question related to one or more global items of information	2
	33. Answer one or more questions related to one or more discrete items of information	1
	34. Answer a question related to one or more global items of information	2
	35. Ask someone to clarify his or her question	1
	36. Ask someone to clarify the ideas he or she has expressed	2
Asserting	37. Express an opinion or formulate a hypothesis	2
	38. Formulate the main idea which represents the message transmitted by another person	2
	39. Describe the physical characteristics of a person, an animal, an object or a place	1
	40. Formulate one's own arguments on a given topic	3
	41. Express oneself using information transmitted by several people on the same topic	2
	42. Report facts or describe events	2
	43. Tell a story	3

Answer Key

Testing What Is Taught
Program: Second-cycle secondary ESL (continued)

Intermediate Objectives		
Operations	**Tasks**	**Levels of difficulty**
Discussion	44. Discuss the similarities and differences between one's own hypotheses and someone else's	3
	45. Discuss the similarities and differences between certain hypotheses and the facts, events, ideas expressed in a given text	3
	46. Discuss certain opinions or ideas expressed by another person	3

Detailed Planning*

Teaching/Learning

What are the intended learning outcomes?

- objectives
  - attitude
  - skills
    - intellectual
    - technical
  - knowledge
- scope of each objective: where to begin and where to end

What factors must be taken into account?

- teacher's style, taste, limitations ...
- students' motivation, interests ...
- students' learning styles
- learning theory
- learning environment
- budgets
- etc.

What kinds of intervention might be needed ?

- teaching/learning strategies
  - learning activities
  - instructional support to overcome difficulties or reinforce achievement as necessary

Evaluating

What information is sought?

- extent of students' grasp of certain concepts
- students' knowledge of specific information
- students' level of skills development
- class atmosphere
- effectiveness of certain instructional methods
- etc.

When will evaluation be done?

before a learning activity (to assess what has been learned)

during a learning activity

after a learning activity or sequence of activities (to assess the extent to which one or more objectives have been achieved)

For whom will the evaluation be made?

- for one or more students

By what means?

- observation or analysis grid
- oral or written test
- interview
- self-evaluation sheet
- etc.

For what purpose?

- to assess the extent to which an objective may be, is being or has been achieved
- to inform the student, teacher and parents
- to improve instruction

---

* Ministère de l'Éducation, Guide for Evaluation in the Classroom, English Language Arts, Secondary. (MEQ 16-7221A-01).

Test Models

1. Integrated model

- Four skills together in one test
- Four skills tested at the same time, in no necessary order

4 SKILLS

L R S W

- *This model most nearly approaches the authenticity of a genuine situation.*
- *For reasons of applicability, it can rarely be of practical use in a classroom situation.*

2. Semi-integrated model

- Several skills integrated
- One or more skills separated out and tested at different times

3 SKILLS

L R W

1 SKILL

S

or

2 SKILLS

L S

2 SKILLS

R W

- *This model allows some authenticity in the evaluation situation, while testing one or more skills at different times.*
- *In terms of practicality, this model is easier to manage than the integrated model in a classroom situation.*
- *The speaking skill may be tested separately, either as an isolated skill or as part of an integrated listening/speaking test.*

3. **Segregated model**

   - **Each skill treated as a separate test**

L **S** **R** **W**

- ***This is an example of single-focus testing.***
- ***This "atomistic" approach to testing does not produce the realistic, authentic context essential to testing communicative competence.***
- ***This model might be useful in a formative evaluation situation, where a diagnostic judgment is often based on the results of testing a discrete component.***
- ***This model does not correspond to the learning situation, where an integration of skills is sought; it is therefore the least appropriate model to use for summative evaluation.***

Practice in Evaluating Test Items

- **Primary**

Primary: Item 1

1.5.2 Suite à l'écoute d'un court récit l'élève sera capable de montrer qu'il a compris.

- Tu vas entendre un récit. Écoute-le attentivement.

A story about kites from Japan

People fly kites in a lot of countries. In Japan there is a story about two robbers and a kite. There were some gold dragons on a roof, and the robbers wanted to take the gold. But how? The building was very high and the robbers could not climb up. Then one robber said, 'I 've got an idea! Let's make a huge kite and fly up to the roof!'

Did they get the gold? The story does not say.

Mets un (√) sous les mots qui correspondent à des choses que tu as compris dans le texte:

place	maison	toit	édifice	argent	échelle	petit cerf-volant

Primary: Item 2

Directives

Pour chacun des numéros suivants, tu auras dans ton cahier un court texte rédigé en français. On te lira le texte, puis tu entendras quatre phrases en anglais. Choisis la phrase qui convient le mieux à la situation.

14. Tu as prêté ton livre à Louise. Tu en as besoin et tu veux ravoir ton livre. Que diras-tu à Louise?

    (A) Please give me my book.
    (B) It's my pencil.
    (C) Please give me your book.
    (D) Please give me my books.

15. Le professeur d'éducation physique veut réchauffer son groupe en le faisant courir. Que dira-t-il?

    (A) O.K. class, let's jump.
    (B) O.K. class, let's run.
    (C) O.K. class, let's walk. Don't run.
    (D) O.K. class, run and walk.

16. Ta maman veut s'acheter un nouveau tapis pour son salon. Comment indiquera-t-elle au vendeur qu'elle veut l'examiner?

    (A) Can I have this carpet?
    (B) Can I see this carpet?
    (C) This carpet is too expensive.
    (D) I don't want this carpet.

17. Louise est au dépanneur et remarque un objet bizarre sur le comptoir. Quelle question posera-t-elle au commerçant?

    (A) What's in the box?
    (B) What's this?
    (C) What do you want?
    (D) How much is it?

18. **Jean-François possède une belle collection de timbres. Il désire qu'on lui envoie un timbre rare. Que demandera-t-il à l'interlocuteur à qui il téléphone?**

    (A) I like this stamp.
    (B) Can you send me the chinese stamp on page 23?
    (C) Is this your stamp?
    (D) Can I see that stamp?

19. **Marie adore regarder la télévision. Elle veut savoir si Charles est aussi un amateur de télévision. Quelle question posera-t-elle à Charles?**

    (A) Do you have a T.V. set?
    (B) Do you want a T.V. set?
    (C) Do you like to watch T.V.?
    (D) Is your watch on the T.V. set?

20. **Pierre devait être à l'école à 8 heures et il arrive à 8h20. Que dira-t-il à son professeur en entrant dans la classe?**

    (A) Sorry! It's too late.
    (B) Sorry! I'm late.
    (C) Sorry! Are you late?
    (D) Sorry! Who is late?

21. **Les parents de John t'invitent au restaurant. Tu as le goût d'un dessert. Sa maman te demande: "Do you want a dessert? Que répondras-tu?**

    (A) Oh! No thank you.
    (B) Oh! Yes please.
    (C) Oh! Yes it is.
    (D) Oh! What a big sundae!

22. **Paul est plus grand que toi. Lorsque vous marchez ensemble sur le trottoir, tu dois toujours essayer de le rattraper. Que dis-tu à Paul lorsque cela se produit?**

    (A) Let's wait.
    (B) Wait for me.
    (C) Wait and see.
    (D) Don't wait. Go!

Primary: Item 8

Directives

Pour chacun des numéros suivants, on te demande de choisir la réponse appropriée en rapport avec la phrase qui est écrite dans ton cahier.

40. His books ________ red.
(A) His
(B) Is
(C) Are
(D) Will

41. John, ________ that a bird?
(A) What
(B) Are
(C) Is
(D) Yes

42. Is it a red house? Yes it ________ .
(A) Is
(B) Are
(C) Will
(D) Won't

43. ________ this? It's a stamp.
(A) How
(B) What's
(C) Where's
(D) When

44. Paul and Alice ________ happy.
(A) Are
(B) Is
(C) Will
(D) Isn't

45. There ________ any biscuits in the table.
(A) Isn't
(B) Aren't
(C) Is
(D) Are

Primary: Item 4

A. *Lis le texte et réponds aux questions 51 à 60*

1986 Pop Singers

I like music and songs. My favorite singers are Corey Hart and Madonna.

Corey Hart is 24 years old. His birthday is on May 31. It's in spring. He has three sisters and one brother. He lives in Toronto. His songs are "Boy In The Box", "Never Surrender" and "I Always Wear Sun Glasses At Night".

Madonna is 27 years old. She has brown and blond hair. She wears flashy clothes and big earrings. She is from the United States. She sings "Material Girl", "Celebration" and "Like A Virgin".

Every Friday night, I go out with my friends. We dance and we listen to our favorite music.

Primary: Item 4
(continued)

51. Where does Corey Hart live?

a) in spring
b) in the United States
c) in Toronto
d) "Boy In The Box"

52. How old is Corey?

a) twenty-four
b) twenty-six
c) thirty-four
d) thirty-one

53. What does Corey sing?

a) "Happy Birthday"
b) "Material Girl"
c) "Never Surrender"
d) in Toronto

54. When is Corey's birthday?

a) in May
b) Friday night
c) in the United States
d) 24

55. How is Madonna's clothes?

a) brown and blond
b) flashy
c) big
d) "Like a virgin"

56. Where does Madonna live?

a) in Toronto
b) in spring
c) in the United States
d) "Boy In The Box"

57. What do you like?

a) his birthday
b) big earrings
c) blond hair
d) music and songs

**Primary: Item 4
(continued)**

58. Are your favorite singers Corey Hart and Madonna?

a) Yes, it is
b) Yes, I am
c) Yes, they are
d) Yes, she is

59. When do you listen to music?

a) with my friends
b) one brother
c) on May 31
d) every Friday night

60. Who has a brother? (d'après le texte)

a) Corey Hart
b) my friends
c) Madonna
d) I have

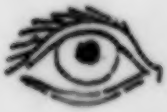
B. Identification: Choisir le mot qui correspond à l'image pour les numéros *61* à *68*.

61.a) ear

b) head

c) mouth

d) eye

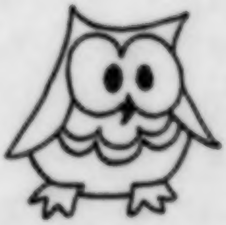


62.a) butterfly

b) owl

c) beaver

d) squirrel

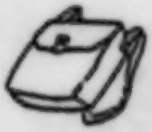


63.a) desk

b) eraser

c) sharpener

d) schoolbag

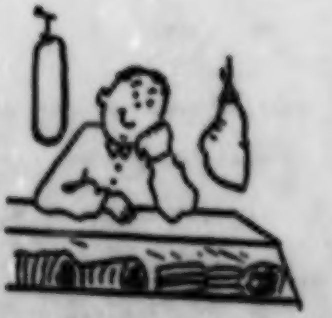


64.a) priest

b) waiter

c) nurse

d) butcher



C. *Compléter la phrase en utilisant le mot question*(Who, What, How, When) *qui convient.*

69.______________ is in grade 6?

a) Who

b) What

c) How

d) When

70.______________ does a hen give? It gives eggs.

a) Who

b) What

c) How

d) When

71.______________ old are you? I'm 12 years old.

a) Who

b) What

c) How

d) When

4. *Choisir la bonne réponse*

72.Where do you buy flowers?

a) at the hospital

b) in the kitchen

c) on the table

d) at the flower shop

89. J'ai une ligne de 10 cm à tracer.
Je me servirai :

a) chalk

b) locker

c) eraser

d) ruler

90. For breakfast Martine eats:

a) a glass of water

b) softdrinks

c) cereal and eggs

d) orange juice

91. Dialogue entre Linda (L) et Henri (H):

L: Hello Henry!
H: Hi Linda!
L: Are you ____________ ?
H: Yes, I am.
L: What do you want to drink?
H: Milk, please.

a) hungry

b) thirsty

c) cold

d) pretty

Primary: Item 7

Question 1

Mise en situation

Les amis de Joe sont en train de jouer à *Qui suis-je?* Il s'agit de découvrir l'animal-mystère. Les amis lui posent des questions sur: le caractère de l'animal, sur son apparence physique, sur le lieu où on le trouve, sur son âge. Avec les indices, tu pourras découvrir l'animal-mystère.

Consigne

Sur quoi portent les questions de tes amis? Mets un "x" dans la bonne case.

Dialogue

A: Peter:	Is it a big animal?
Joe:	No.
B: Nancy: (1)	This animal is gentle?
Joe:	Yes.
C: Nancy: (2)	Is it a two leg animal?
Joe:	Yes.
D: Nancy: (3)	Can we see this animal on the top of a tree?
Joe:	Yes.
E: Nancy: (4)	Does this animal live in cold countries?
Joe:	No.
F: Mike: (1)	Can we see this animal in a zoo?
Joe:	Yes.
G: Mike: (2)	Does this animal look a bit like a person?
Joe:	Yes.

	caractère	physique	âge	où
A. Peter:		X		
B. Nancy (1):	X			
C. Nancy (2):		X		
D. Nancy (3):				X
E. Nancy (4):				X
F. Mike (1):				X
G. Mike (2):		X		

Practice in Evaluating Test Items

- First-cycle Secondary

First-Cycle Secondary: Item 1

2e secondaire

Objectif 1.2 Bulletin de nouvelles sportives

Consigne: Écoute bien le texte suivant et réponds à la question.

Texte:

Clint Malarchuk was named player of the week in the NHL this week. This is the second straight week the Quebec Nordiques player has earned the title. With superb goaltending, Malarchuk has allowed an average of only two goals per game. The Nordiques have won seven of their last eight games.

Question: Qui sont les Nordiques de Québec ?

A) Au Québec.

B) Un sobriquet pour les québécois.

C) Une équipe de hockey.

D) Une émission de télévision.

First-Cycle Secondary: Item 9

Objectif 3.1: Directives

Niveau: Secondaire II

- 2e Item -

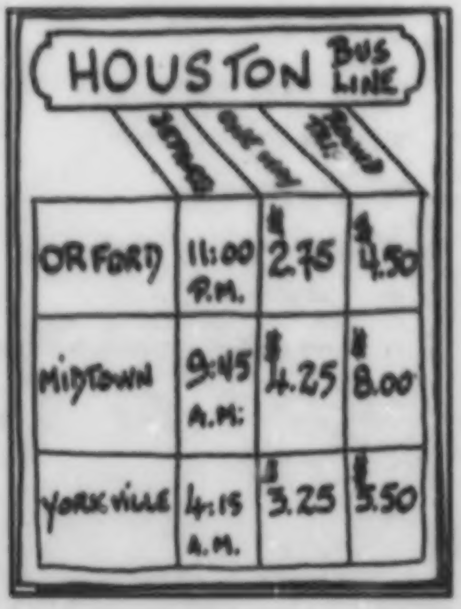
Consigne: Écoute les directives et réponds à la question à la fin.

Mise en situation

Tu es au terminus d'autobus de HOUSTON. Tu désires te rendre à YORKVILLE. Tu as à lire l'horaire d'autobus. Tout-à-coup tu entends le message suivant au micro.

"Attention please. "All passengers to YORKVILLE are pleased to go to gate 31 right now. The bus will be leaving in five minutes."

À la fin du message, un passager tout inquiet te demande l'heure. Qu'est-ce que tu lui réponds ?



HOUSTON BUS LINE

	SCHEDULE	ONE WAY	ROUND TRIP
ORFORD	11:00 P.M.	$ 2.75	$ 4.50
MIDTOWN	9:45 A.M:	$ 4.25	$ 8.00
YORKVILLE	4:15 A.M.	$ 3.25	$ 5.50

Réponse : 4:10

Compréhension de l'oral

Objectif 1.1 : Bulletin de météo

Secondaire II

Tu as invité un de tes correspondants anglophones à venir faire du sport dans la province de Québec. Comme il habite la Floride et que tu ne lui as pas dit quelle température il faisait au Québec, il ouvre la radio et écoute le message suivant :

Weather forecast for Quebec. Mainly cloudy in Quebec City and Montreal. Chances of precipitation: 10 centimeters for tonight. Tomorrow, sunny but cold. Sherbrooke, clear and cold. Probability of a snowstorm for tomorrow afternoon. Chicoutimi, cloudy and cold tonight and tomorrow. It's now minus 10 on the highest top of the greater Quebec City."

Qu'est-ce que ton invité va apporter comme article de sport :

a) son costume de bain

b) ses skis de fond

c) son ballon de football

d) sa bicyclette

e) aucun de ces articles, la température ne le permettant pas.

Réponse : b

First-Cycle Secondary: Item 4

Objectif 1.3

2. Consigne

Ton ami Pierre vient de recevoir un appel d'un oncle anglophone qu'il a enregistré. Écoute la cassette et réponds aux questions qu'on te demande.

Hello Pierre, I'm your uncle Charlie. I now live in Florida. You remember me, I'm tall and I have black hair. My favorite sport is swimming. My children are Tom, Helen and Johny.

Qui est Charlie:

A) Le père de Pierre
B) Le frère de Pierre
*C) L'oncle de Pierre
D) Le cousin de Pierre

Comment est Charlie?

*A) Grand
B) Petit
C) Gros
D) Très petit

Combien Charlie a-t-il d'enfants ?

A) 1
B) 4
C) 2
*D) 3

3. Consigne

Tu es en visite dans une famille anglophone et pendant ton séjour là-bas on t'a présenté plusieurs personnes. Mais lorsqu'on parle de Nancy tu ne te rappelles plus d'elle alors ton jumeau anglophone te la décrit.

First-Cycle Secondary: Item 8

6.3 SEC. 1 COMPREHENSION DE L'ECRIT	OBJECTIF 6 ... de démontrer sa compréhension de textes qu'il lit avec l'intention de s'informer sur des gestes à poser.	TEXTES 6.3 Annonces d'un article à vendre ou à échanger.	NOTIONS -nature de l'article -couleur -grandeur -prix Personnes à contacte nom, adresse, tél.	20. DEGRE DE MAITRIS c 3 Compréhension totale

Mise en situation : Tu jettes un coup d'oeil au babillard de ton école pour y retrouver les annonces qui suivent.

Directive : Lis les annonces qui suivent et réponds aux questions qui s'y rapportent.

Activité:

12 Atari cartridges to trade for ColecoVision cartridges.
Ask for Peter Jones, sec. IV. student, room 134

12 - speed bike, Peugeot, one year old, mint condition.
Pay half price.
Robert Green, science teacher, teacher's office.

Drum lessons given by professionals.
Beginners welcome. Register now.
Room 247 at lunch time.

Bauer skates for women, size 8, look like new.
Call evenings 845 1239

Must sell immediately. Save 75% on regular price.
ColecoVision home games including 10 cartridges.
472 5657

First-Cycle Secondary: Item 5
(continued)

Encercle la bonne réponse

Laquelle de ces annonces ...

-1- demande qu'on communique en soirée seulement ?

1 - 2 - 3 - 4 - 5

-2- demande de s'inscrire dès maintenant ?

1 - 2 - 3 - 4 - 5

-3- offre un objet à demi prix ?

1 - 2 - 3 - 4 - 5

-4- offre à échanger des choses ?

1 - 2 - 3 - 4 - 5

-5- nous apprend que le vendeur doit vendre le plus tôt possible ?

1 - 2 - 3 - 4 - 5

Anglais secondaire II

1.5 Documentaire sur un lieu:

Attraction touristique

Mise en situation

Vos parents ont décidé de vous amener en voyage pour visiter «The Vacation Kingdom of Walt Disney». Vous allez entendre un enregistrement décrivant ce lieu.

Instructions

Écoute attentivement le texte et choisis parmi les quatre réponses suggérées celle qui répond le mieux à la question demandée.

A lifetime of vacation dreams comes true every day in the Vacation Kingdom of Walt Disney World.

It is located near Orlando in Florida's heartland. Walt Disney World is a unique resort with something for everyone.

It features themed resort-hotels, fine restaurants, a cosy shopping village, incomparable entertainment and outdoor recreation.

Since its opening in October 1971, Walt Disney World has hosted almost 200 million guests from more than 100 countries. More people visit here than any other site, making it the "Vacation Kingdom of the World."

1. This text is about?
   - a) Orlando, Florida
   - •b) Walt Disney World
   - c) Florida heartland
   - d) beaches in Florida

2. Where is Walt Disney World located?
   - a) the Vacation Kingdom of the world
   - b) since October, 1971
   - c) incomparable entertainment
   - •d) near Orlando, Florida

3. How many people visited Walt Disney World since its opening in 1971?
   - • a) 200 million
   - b) 50 million
   - c) 100 million
   - d) 71 million

First-Cycle Secondary: Item 7

	OBJECTIF	TEXTES	NOTIONS	DEGRE DE MAITRISE
1.4 Sec. II ④	1. ...démontrer sa compr. des textes suivants qu'il écoute avec l'int. de s'inf. sur des faits rel. à une pers., à une act., à une chose, à un lieu.	Compte rendu de faits divers	- La nature de l'événement - le lieu - les personnes en cause - les conséquences de l'évén.	C_2

Mise en situation
Tu es à l'école et tu entends le message suivant à la radio étudiante.

Directives
Écoute attentivement le texte suivant et réponds à chacune des 4 questions en choisissant la bonne réponse.

Activités

1. Who sponsored the show?

   a) Merchants.
   b) Marie Jones.
   c) Chandler merchants and the school.
   d) Students.

2. Who attented the fashion show?

   a) Teachers and students.
   b) The merchants and models.
   c) The merchants and teenagers.
   d) The merchants and teachers.

3. Where did the fashion show take place?

   a) At the shopping center.
   b) At the school.
   c) In Pabos.
   d) At the local merchants.

4. What was going on at the Polyvalente on Sept. 4th?

   a) A parents meeting.
   b) A graduation party.
   c) A fashion show.
   d) Teachers meeting the merchants.

First-Cycle Secondary: Item 8

Niveau : Secondaire II

Objectif 1.3

Exposés biographiques

Ta mère vient de gagner au concours téléphonique des étiquettes Pratt. Pour recevoir son prix, elle doit répondre aux 5 questions posées par l'annonceur.

Toi qui connais mieux qu'elle les vedettes de la chanson et du sport, écoute chacune des questions et choisis la bonne réponse parmi les noms suivants

a) Wayne Gretsky
b) Michel Goulet
c) Prince
d) Elvis
e) Gilles Villeneuve

1. He was born in Peribonka, Quebec. He shoots left and plays left wing for the Nordiques. He is known as the best left winger in the N.H.L. Who is he?

B

2. He was born in Minneapolis and he is now 25. He is the music star of the 80's. His real name is supposed to be Nelson Rodgers but nobody knows it exactly. Who is he?

C

3. He was born on January 8th, 1935 in Mississipi and he died on August 16th 1977. He was the greatest rock singer in the world. Who is he?

D

4. He was born in 1950 in Chambly. During the 70's he won many championships in snow mobile races. Then he became interested in racing car driving. When he died, he was 32. Who is he?

E

5. He was born in Ontario in 1961. He is 5'11" tall. He weighs 170 pounds. He is center for the Edmonton Oilers. He is now a millionnaire and probably the best hockey player in the world. Who is he?

A

First-Cycle Secondary: Item 9

BANQUE DE QUESTIONS

Objectif 5.7 : Articles de journaux et de revues. Secondaire II

Consigne : Lis l'article suivant et indique si les énoncés sont vrais ou faux.

> Drivers come up with some of the funniest excuses when they're caught speeding. Montreal policeman Ted Jones said that one woman was arrested when she was driving at 120 km an hour in the City. She told him she had just bought a pizza and she was trying to get home before it got cold.

Questions

	True	False
1. Drivers think it is funny to be caught speeding.	______	______
2. It isn't normal to drive at 120 km an hour in a city.	______	______
3. The woman drove fast because she was cold.	______	______
4. The policeman arrested the fast driver.	______	______
5. The woman was eating a cold pizza.	______	______

Réponses

1. false
2. true
3. false
4. true
5. false

First-Cycle Secondary: Item 10

Compréhension de l'oral

Objectif 1.1: Bulletin de météo

Secondaire II

Pour gagner un peu d'argent tu as offert tes services pour peinturer l'extérieur de maisons. Tu as dénicher quelques contrats dont un à Montréal, à Québec, à Chicoutimi et à Sherbrooke. Tu sais que pour peinturer une maison, il doit faire beau et chaud pendant au moins trois jours. Étant donné que tu dois commencer demain, tu ouvres la radio et écoute le message suivant :

"Tomorrow, mainly sunny with light winds in Montreal and Sherbrooke. Rain Tuesday night. Sunny with cloudy periods for Wednesday. High, 20. Low, 12. Quebec City, sunny but cold tomorrow. Tuesday and Wednesday, chances of a thunderstorm. High tomorrow, 14. Low tomorrow night, 10. Chicoutimi, sunny and clear for tomorrow. Tuesday and Wednesday, same temperature. High for the three days, 25. Low, 15."

Par quelle ville commenceras-tu ton travail?

Réponse: Chicoutimi.

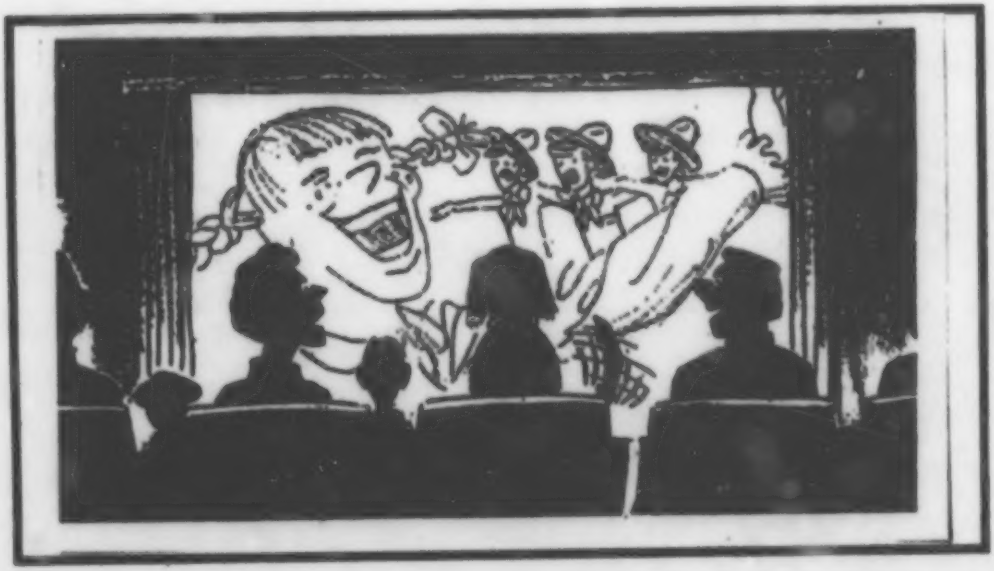
First-Cycle Secondary: Item 11

1re secondaire

4.1 Récit

CONSIGNE

Écoute les textes suivants et, pour chacun, coche l'endroit où se déroule l'action.



1. Living room ☐ Library ☐ Movie theater ☐

PARTIE DE L'ENSEIGN.:

TEXTE A LIRE:

Yesterday, a passenger was travelling by plane from New-York to Amsterdam. She gave birth to a baby-boy. No doctor was present on board. The stewardess helped to deliver the baby. Both mother and child are doing well.

CORRIGE:

Event		Sex of the Baby		When		Where	
Birth	Death	M	F	Yesterday	Today	Hospital	Plane
X		X		X			X

First-Cycle Secondary: Item 12

Objectif 2.1 - Directives

Niveau : 1re secondaire

2ème item

CONSIGNE: Tu es à l'aéroport. Tu dois prendre l'avion pour Montréal. Tu entends un message. On le dit deux fois. Répond en faisant un X dans la bonne parenthèse.

> ATTENTION, ALL PASSENGERS OF QUEBECAIR FLIGHT 55 LEAVING FOR MONTREAL ! ! !
>
> Please go to the QUEBECAIR ticket counter before 10 (ten) o'clock. Present your ticket to the clerk. Have your baggage ready.

Question 1 : Quels sont les objets qu'il te faut apporter si tu prend ce vol ?

a) ton billet et ton manteau ( )

b) ton manteau et ton baggage ( )

c) ton billet et tes vêtements ( )

d) ton baggage et ton billet ( )

e) ton billet et ton ami ( )

LA BONNE RÉPONSE EST - D - .

Question 2 : D'après ce message, si tu voyages vers Montréal, tu dois ...

a) te rendre à la barrière 55 de Québecair ( )

b) te rendre au comptoir de Québecair ( )

c) te rendre à l'avion de Québecair ( )

d) te rendre à la salle d'attente de Québecair ( )

e) te rendre à l'aéroport près de chez toi ( )

LA BONNE RÉPONSE EST - B - .

NIVEAU: SECONDAIRE I

OBJECTIF 3.1

Exposés biographiques

Hier, le réseau anglais de Radio-Canada recevait 1 comédienne et 1 comédien.

Pour les présenter, l'animateur a fait une description du rôle qu'ils interprètent à la T.V.

Tu connais, toi aussi, ces personnages alors écoute un extrait de l'enregistrement et devine qui étaient les invités :

a) Krystle (Dynastie)
b) Arnold (Arnold et Willie)
c) Sue Ellen (Dallas)
d) Jack (Vivre à trois)

1. He likes beautiful girls. He lives with two of them. He is a very good cook and works in a restaurant. He is a very funny actor.
Who is he?

D
____

2. She has blond hair. She is tall and very attractive. She doesn't like her husband's first wife but she tries to be his children's friend.
Who is she?

A
____

Practice in Evaluating Test Items

- **Second-Cycle Secondary**

Second-Cycle Secondary: Item 1

3e secondaire

Obj. Inter. : 8	Opération privilégiée	Types de textes	Obj. Term.: 6	Niv. Dif.
Identifier les phrases-clés d'un passage ou d'un texte .	Découverte de l'information globale	Compte-rendu sur des faits divers C-9	S'informer sur des faits ou des événements	2/III

Mise en situation

Dans l'autobus, en revenant du centre d'achat, tu entends une commère raconter un fait à sa voisine.

Consigne

Écoute ce qu'elle lui dit et réponds à la question suivante.

Activités

What did the salesman do?

a) He bought the car.

b) He transferred the licence plates.

c) He opened the showroom.

d) He rode away happily.

Partie de l'enseignant

The automobile showroom opened at eight o'clock. Shortly before nine, Mr. and Mrs. Burns had bought a car. It was a very nice little car and just the color they wanted. The salesman transferred their licence plates to the new car and they rode away happily.

Corrigé:

1. b

Second-Cycle Secondary: Item 2

3^e secondaire

Objectifs 31, 33, 37

CONSIGNE: Tu es invité(e) à un party. Écris dans la case appropriée les termes s'y rapportant.

	Activities	Things	Qualities	Expressions
1.	____________	____________	____________	____________
2.	____________	____________	____________	____________
3.	____________	____________	____________	____________
4.	____________	____________	____________	____________
5.	____________	____________	____________	____________

Second-Cycle Secondary: Item 3

Compréhension écrite

3e secondaire
Objectif terminal 5

S'informer sur les intérêts, les attitudes, les sentiments, les intentions des autres.

Objectif: 12 Identifier plusieurs éléments discrets d'information.

1. Christmas is coming and you want to give books to the children you babysit.

   First, take a look at the book descriptions then fill the chart below by finding two books for each child.

Books

-1-

00126-3601 $2.40
Mystery of the Crimson Ghost, The
Whitney. Before Janie can ever ride the beautiful mare, Star, she must face the horrible noises in the night and solve the chilling mystery at the Burley House.

00126-1103 $2.40
Mystery of the Secret Tunnel (Can.)
Wees. Three children get lost in a fog and accidentally find a hidden tunnel and a cave filled with pirate treasure.

00125-4067 $2.40
(NEW) Nature Puzzles (Can.)
Philip. A collection of puzzles, codes, mazes and vanishing letters that challenge a child's mind and interest.

00125-196 $2.40
Princess
Lane. Princess, a pampered, prize-winning cat gets lost in a storm and must survive the winter along with another cat.

00126-3333 $2.00
Magic Coin, The
Chew. Two children discover a magic coin which takes them back to a world of pirate ships and treasures.

-2-

00126-0217 $2.00
One Hundred Pounds of Popcorn
Krantz. Children face humourous — and realistic — problems when they start a popcorn business.

00126-3376 $2.40
Mini-Bike Rescue (Can.)
Mackay. The loan of a mini-bike, an encounter with a bear, a forest fire, a daring rescue — Julie's summer turns out to be anything but dull!

00126-0017 $2.40
Puzzlemania (Can.)
Marcus. Illus. Wood. Scrambled words, tangled tales, crosswords, codes and more highlight this enjoyable puzzle book. Just the right tool to help build young readers' word skills.

00126-1407 $2.00
Marmaduke ... Again?
Anderson. A fun-filled collection of almost 100 new cartoons about that popular, oversized Great Dane.

Second-Cycle Secondary: Item 3
(continued)

Children	Interests	Books
Sue	Mystery and adventure	1. ____________ 2. ____________
Kim	Funny books, likes to laugh	1. ____________ 2. ____________
Jesse	Likes animals and farming	1. ____________ 2. ____________
Margo	Likes puzzles, riddles, games and crosswords	1. ____________ 2. ____________

Second-Cycle Secondary: Item 4

Objectif terminal 6

S'informer sur des faits ou des événements.

Objectif: 3 Extrapoler l'information à partir du support hors-texte.

2. You decide to order the books. Fill the order with the correct information using the description of the books (question 1).

Catalogue No.	Title	Quantity	Price
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Second-Cycle Secondary: Item 5

3ᵉ secondaire

Objectif terminal 6:	S'informer sur des faits ou des événements.
Objectif intermédiaire 12:	Repérage. Identifier plusieurs éléments discrets d'information.
Mise en situation	Ton copain avait à préparer un compte rendu sur l'article de la Gazette «Owners to Stick to New Rules» du 8 octobre 1986. Il te demande de vérifier l'exactitude de certains faits.
Consigne	Read the text and check (√) true or false on the grid and make the necessary correction if the statement is false.

Owners to Stick to New Rules

CP, Gazette

NHL owners have agreed to put some clout into their continuing battle against fighting and dangerous high-sticking on the ice.

Yesterday, in a 2-hour telephone conference call, the board of governors adopted rules which will provide for additional penalties for instigators of fights, and for players who employ high sticks.

From now on, a player who clearly starts a fight will be assessed an extra minor, major and/or game misconduct, as well as the major he receives for fighting. If this extra penalty is a 5-minute major, he also receives a 10-minute misconduct.

If a player is assessed an extra minor twice in the same game, he gets an extra 10-minute misconduct.

Previously, a referee could call either a minor or a major for a high-sticking infraction, the greater penalty normally being called only when blood is drawn.

Now, the referee can choose to distribute two minor penalties for a high-sticking infraction. If a player is assessed two majors in a game for high sticking, a game misconduct also will be assessed.

Canadians management voted for the idea of making the punishment fit the crime for instigators of fights. But team officials were against the idea of assessing two minors for high sticking.

Second-Cycle Secondary: Item 5
(continued)

Owners to Stick to New Rules (suite)

"Obviously, we want sticks to come down," explained general manager Serge Savard, "but we felt that asking the referee to assess two minors for one infraction placed too much pressure on him."

	True	False	Correction
1. Both instigators and players will be punished more severely for high sticking.	x		
2. Canadians management was against the idea of making the laws more strict	x	x	Canadiens voted for the idea...
3. With the new rules, a player will be more severely punished for high-sticking.	x		
4. According to this article, player could easily get a 15 minute penalty for starting a fight.	x		
5. The board of governors met for a few minutes to adopt the new regulations.		x	A 2 hour telephone conference

Second-Cycle Secondary: Item 8

3^e secondaire

Objectif terminal 3

Résoudre un problème ou prendre une décision.

Objectif : 29 **Résumer l'information transmise par une autre personne.**

8. **Carl wants to buy a used car. He's undecided between buying one at a NEW CAR DEALERS or a USED CAR DEALERS. Read the following text and help him find the advantages and disadvantages of each dealer. Fill in the chart below.**

Where Do You Buy A Used Car?

NEW CAR DEALERS
When people buy a new car, the dealer usually buys their old car as a trade-in. He will sell most of these trade-ins to used car dealers, but he will keep the best cars to sell himself. Usually he fixes these cars up and may offer a warranty on them too.

This is usually the safest place to buy a used car, but it is also the most expensive place.

USED CAR DEALERS
Used car dealers buy cars in big groups, good and bad together. There are some very good cars on used car lots, but you have to look carefully.

Cars from used car lots are usually cheaper than cars from new car dealers, but there may not be any warranty.

	ADVANTAGES	DISADVANTAGES
New Car Dealer:		
Used Car Dealer:		

Second-Cycle Secondary: Item 7

3ᵉ secondaire	
Objectif terminal 4	Se faire une opinion ou s'informer de celle des autres.
Objectif : 37	Exprimer une opinion ou avancer une hypothèse.
Consigne	Complete the text below with at least 3 reasons.

9. Where would you buy the used car?

I would buy my car at ______________________________ because

____

____

____

Objectif terminal 6 S'informer sur des faits ou des événements.

Objectif : 39 Décrire les caractéristiques physiques des personnes, animaux, objets, lieux.

10. You went to visit the zoo at St-Felicien you saw many wild animals. One animal impressed you more than the others. Describe that animal. To do it, complete the sentence below.

The animal that impressed me the most is the ____________________

____

____

____

____

____

____

Second-Cycle Secondary: Item 9

3ᵉ secondaire

Objectif 3 (deduction)

Mise en situation

> Tu es en train de rêver et dans ton rêve, tu entends parler trois véhicules qui te donnent une courte description d'eux-mêmes.

Activity

Listen to each description and make checks (√) in the proper boxes.

Écoute chaque description et fais des crochets (√) dans les bonnes cases.

You may use me:		vehicle no. 1	vehicle no. 2	vehicle no. 3
1.	on snow	√	√	
2.	in mud	√		
3.	on highway	√		√
4.	in February	√	√	
5.	in July	√		√
6.	in the forest	√	√	
7.	only with driver's licence			√
8.	intelligently	√	√	

Second-Cycle Secondary: Item 9 (continued)

Textes à enregistrer

Vehicle no. 1

I am four wheeled and I can go an all terrain. I am used for both recreation and work. I have a four-stroke 250 cc gas engine and I can climb mountain.

Vehicle no. 2

I give a lot of fun to those who uses me in the cold season. I am équiped with two skis and a steering handlebars. I have a two-stroke engine and my driver may slide with me without effort.

Vehicle no. 3

I am a two wheeled motorized vehicle. When my engine is powerful enough. I can reach speeds as high as 240 km/h. A reckless driver has many chances to be killed when racing me. Because of my rapidity. the «Hell's Angels» love me.

Second-Cycle Secondary: Item 10

3e secondaire

Objectif 12 (repérage)

Mise en situation

Tu écoutes distraitement la radio en te reposant. Tout-à-coup, une annonce publicitaire réveille ton attention parce qu'elle t'intéresse.

Activité 1

Lis bien les quatre phrases ci-dessous et complète-les aussitôt que tu auras trouvé les réponses en **écoutant** l'annonce qui te sera dite trois(3) fois.

Écris sur ta feuille de réponses, le No. de la suggestion qui complète chacune des phrases.

1.- This radio annoucement is about a (an) .... (8)

2.- The guest star is .... (3)

3.- If you have the lucky ticket, you will win a (an) .... (12)

4.- The exhibited cars are .... models .... (10)

Suggestions de réponse

1) beauty contest

2) rock show

3) Corey Hart

4) 1986

5) Philip Edmundston

6) Saturday and Sunday

7) Automobile world

8) Automobile exhibition

9) early

10) 1987

11) sports cars

12) Cadillac

N.B. Tu ne peux utiliser un no. qu'une seule fois.

Second-Cycle Secondary: Item 10
(continued)

Announcement (à être enregistré)
(Possibilité d'un fond musical)

Incredible, for two days only, on Saturday and Sunday, December six and seven, the greatest automobile exhibition ever seen in town.

Yes, from the cheapest to the most expensive, all the automobile names will meet at «Le Colisée de Rimouski» from ten A.M. to eleven P.M. in their 1987 version.

Furthermore, if you want to get precise information about any of them, Philips Edmundston will be there to answer your questions.

PSST........A full equiped white Cadillac could be yours. Just keep your free admittance ticket.....Drawing Sunday night at nine P.M. by Corey Hart himself.

Second-Cycle Secondary: Item 11

3e secondaire

Obj. Inter. : 2	Opération privilégiée	Types de textes	Obj. Term.: 3	Niv. Dif.
Faire des associations d'idées entre différents mots ou groupes de mots utilisés par l'auteur ou le locuteur.	Déduction du sens des éléments	Règles d'un jeu C2	Résoudre un problème ou prendre une décision	2/III

Mise en situation

Ton professeur aime beaucoup les cartes. Il te propose le petit problème suivant à résoudre pour voir si tu t'es amélioré après avoir «étudié» la situation d'apprentissage «The King and the Queen».

Consigne

Écoute le petit problème qu'il te soumet et réponds à la question qui suit.

Activités :

1. Who had the best hand?

a) Fred.
c) Tom.
b) Jim.
d) Mark.

Partie de l'enseignant(e)

At a recent card game, Tom received 3 jacks and 2 twos. Fred had 3 tens and 2 nines. Jim got 3 queens and 2 threes. Mark had 2 aces, 2 kings and one queen. They all thought they had the best hand.

Corrigé

1. B

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		
3. Each item actually measures the objective it claims to measure.		
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		

Skills and Techniques

Listening

- choosing one of several illustrations
- identifying the central theme or nature of a passage
- note-taking
- saying which statement gives the main idea of a passage

Reading

- arranging word groups into a meaningful pattern
- deleting or underlining illogical or irrelevant words or sentences
- identifying characters in a story
- indicating whether a statement is true or false
- saying which caption accurately describes a picture
- transcoding information by completing a graph or a chart

Writing

- building up a text by selecting from given sentences and inserting one's own sentences to fill gaps
- completing a story with no ending
- providing a new ending for a story
- rearranging a sequence
- reconstructing a passage using key words
- summarizing a passage
- taking notes and then reconstituting a passage

Speaking

- describing past experiences
- interviewing
- presenting a mini-lecture on a familiar topic
- role-playing
- transcoding information presented in diagrams, tables, graphs or pictures

Criteria for Analysing Instruments

Criteria	Yes	No	Can't Tell
1. The test reflects the instructional approach found in the program.			
2. Tasks prescribed are authentic and realistic in terms of • the choice of the task itself • the context			
3. Each item clearly assesses the objectives it is intended to assess.			
4. Each item assesses only one objective.			
5. The focus of evaluation is clearly within the bounds of the program • text types • notions/functions • text characteristics • total rating			
6. Each item requires that the student accomplish the specified task to find the answer.			
7. Items focusing on a particular skill actually require the student to use that skill.			
8. Oral or written comprehension items actually require comprehension of the text and are not based on general knowledge.			
9. Items are not dependent on each other.			
10. The weighting of the objectives in the test corresponds to that of the test specification.			

Gouvernement du Québec
Ministère
de l'Éducation

[illegible]

Niveau(x) d'enseignement: 1 Numéro EDUQ : 9170945
Centre d'intérêt: 755

Gascon, Louise.

Module de perfectionnement collectif en didactique de l'anglais langue seconde. 4, Evaluation : workshop leader's manual / [Louise Gascon] ; Direction générale des programmes, Direction de la formation du personnel scolaire. -- [Québec] : Ministère de l'éducation, 1989.
253, [67] p. : ill. ; 28 cm + participant's workbook (139 p.).

Texte en anglais. Code: 28-2450 (manual); 28-2449 (workbook).

Vedette(s)-secondaire(s): Québec (Province). Direction de la formation du personnel scolaire

---

Descripteur(s): Anglais (Langue) * Langue seconde * Perfectionnement des enseignants * Module d'enseignement * Primaire (Ordre d'enseignement) * Secondaire (Ordre d'enseignement)

Ce module fait partie d'une série de quatre qui a pour but de faciliter l'organisation de sessions de perfectionnement collectif pour les professeurs d'anglais, langue seconde, aux niveaux primaire et secondaire. Il présente des activités couvrant cinq jours de perfectionnement. La présentation de ces activités comprend des objectifs, des stratégies d'enseignement, des notes explicatives ainsi que des questions de discussion.

Type de document:

MODULE DE PERFECTIONNEMENT
COLLECTIF EN DIDACTIQUE
DE L'ANGLAIS LANGUE SECONDE

9170945-B

EVALUATION

MODULE 4

Participants' Workbook

Direction générale des programmes
Direction de la formation du
personnel scolaire

April 1989

Evaluation

Author
Louise Gascon, C.S.R. Chauveau

Editing and Revision
Carolyn Green Racette

Field Test
Jean-Pierre Jobidon, C.S. Baie Comeau

Electronic Publishing
Multi-Services Traduction

Table of Contents

Page

Preface 1
Acknowledgments 3
Organization of the Module 5
General Objectives and Content of the Module 6

Day 1

Objectives of Day 1 10
Table of Activities 11

Day 2

Objectives of Day 2 38
Table of Activities 39

Day 3

Objectives of Day 3 58
Table of Activities 59

Day 4

Objectives of Day 4 76
Table of Activities 77

Day 5

Objectives of Day 5 92
Table of Activities 93

Preface

The idea for the development of a set of in-service teacher training modules, of which this is one, was originally suggested to the ministère de l'Éducation by the two associations for second-language teachers in Quebec.

The modules are designed to facilitate the organization of in-service teacher-training workshops (sessions de perfectionnement collectif) which school boards periodically offer to their personnel as the need arises. It is hoped that these modules will allow school boards to prepare their in-service training within a clear and coherent framework of activities.

Each module is intended for a five-day session. The modules progress logically from language acquisition to evaluation of communicative competence. Particular emphasis has been placed on methodological issues in the teaching of English as a second language.

In principle, any consultant or teacher with a solid background in second-language pedagogy should be able to lead the workshops using these modules. A certain amount of preparation and careful reading beforehand will nonetheless be required. However, the need to seek out human or physical resources beyond the individual school board should be minimal.

In English as a second language, four modules are available:

Module 1	Language Acquisition
Module 2	Methodology I
Module 3	Methodology II
Module 4	Evaluation

The content of the modules was determined by a steering committee composed of representatives from the ministère de l'Éducation, the Association québécoise des enseignants de français langue seconde (AQEFLS) and the Société pour la promotion de l'anglais langue seconde au Québec (SPEAQ). This committee favoured a pragmatic and inductive procedure in the design of the module: through practical experience and concrete activities participants will be led to general principles and pedagogical know-how.

The modules were written by individuals who had both an extensive background in the particular subject, experience in teacher-training and experience in the creation of pedagogical documents. A field test of each module was conducted with groups of teachers from both the primary and secondary levels of various school boards. As far as possible, the present version of the modules takes into account their comments and suggestions.

We hope that these modules provide a flexible and satisfactory means of organizing in-service training sessions for teachers of English as a second language and thereby contribute to an improvement in the quality of instruction they offer their students.

The Steering Committee

Acknowledgments

The design and development of these in-service teacher training modules would not have been possible without the co-operation of a number of individuals and institutions. We would particularly like to thank:

- **The authors**

Module 1	*Language Acquisition* **Patsy Lightbown** **Jude Rand** **Nina Spada**
Module 2	*Methodology I* **Louise Gascon**
Module 3	*Methodology II* **Thérèsa O'Farrell-Gagnon**
Module 4	*Evaluation* **Louise Gascon**

- **Those individuals** who graciously agreed to conduct the field tests of these modules, and their school boards, which offered their full collaboration during the field tests:

Suzanne Guay
Commission scolaire Saint-Exupéry
Commission scolaire Granby

Suzanne Roy
Commission scolaire
Des Chutes-de-la Chaudière

Jean-Pierre Jobidon
Commission scolaire Baie Comeau

Jacqueline Lord
Commision scolaire Pascal-Taché

- **The publishing companies and organizations** that generously granted us permission to reproduce extracts from their publications.

- **The Direction de la formation du personnel scolaire,** which provided the funds for this project and which also provided technical and administrative support.

- The **Société pour la promotion de l'enseignement de l'anglais langue seconde au Québec** (SPEAQ) and the **Association québécoise des enseignants de français langue seconde (AQEFLS),** which participated in all aspects of the project.

The Steering Committee

Franklin McInnes
Direction la formation du personnel scolaire
Ministère de l'Éducation

Jonathan Munro Jones
Alida Piccolo
Direction générale des programmes
Ministère de l'Éducation

Marcel Danan
Association québécoise des enseignants de français langue seconde (AQEFLS)

Marian Olynyk
Société pour la promotion de l'enseignement de l'anglais langue seconde au Québec (SPEAQ)

Organization of the Module

• Duration and sequence

This module is intended as a unit; it should be given in its entirety and in the order in which it is presented. Each module has been divided into segments of one day each. However, some variations in timing may occur due to the background of the group to whom it is being presented.

While it is possible to give this module as one block of five days, it may be necessary to spread the module over a longer period of time. However, it is essential that Day 3 and Day 4 be grouped together.

• The participants

Considering the nature of the module as a unit, it is essential that the participants attend all sessions in sequence.

It is not necessary that all participants teach at the same level. The field test of this module demonstrated that having a group of teachers from both primary and secondary levels provided a rich and valuable forum for exchange.

General Objectives and Content of the Module

Objectives

- *To define what is meant by evaluation and situate it within the teaching/learning proces*
- *To show how the communicative approach affects evaluation practices*
- *To identify different types of test item formats and test items that are consistent with the evaluation purpose and the objectives to be evaluated*
- *To analyse different types of measurements instruments in order to:*
- *improve the instruments themselves*
- *to judge the validity of these instruments*
- *better assess student progress and student achievement*
- *To develop testing materials for use in formative and summative evaluation with the new programs in English as a second language (ESL)*
- *To develop and use measurement instruments for testing oral production*

Content

Day 1
The Evaluation Process: An Overview

Day 2
Formative Evaluation

Day 3
Summative Evaluation

Day 4
Practicum: Summative Evaluation

Day 5
Evaluating Oral Production

THE EVALUATION PROCESS: AN OVERVIEW

DAY 1

Objectives of Day 1

- ***To become familiar with an evaluation process consistent with the existing ESL programs***
- ***To become familiar with the concepts of formative and summative evaluation and their characteristics***

At the end of the session, the participants will be able to:

- identify the three stages of the evaluation process
- determine the influence of the guiding principles of the various ESL programs on evaluation procedures
- distinguish between formative and summative evaluation
- show the integration of teaching, learning and evaluating

Table of Activities: Day 1

Page

Activity 1
Objectives of the Module 12

Activity 2
The Evaluation Process 13

**Activity 3*
Evaluation in a Communicative Approach 16

**Activity 4*
Formative vs. Summative Evaluation........ 17

Activity 5
Testing What Is Taught 20

Activity 6
Formative Evaluation in the Teaching/Learning Process........................... 32

Activity 7
Types of Formative Evaluation 33

Day	1	
Activity	1	***Objectives of the Module***
Objective	To identify the objectives of the module as a whole	

- Read the following objectives and ask any questions pertaining to them. Be prepared to comment on the objectives and to state whether they meet your expectations.

GENERAL OBJECTIVES

This module has been designed to enable participants to:

1. Define what is meant by evaluation and situate it within the teaching/learning process
2. Show how the communicative approach affects evaluation practices
3. Identify different types of test item formats and test items that are consistent with the evaluation purpose and the objectives to be evaluated
4. Analyse different types of measurement instruments in order to:
    - improve the instruments themselves
    - judge the validity of these instruments
    - better assess student progress and student achievement
5. Develop testing materials for use in formative and summative evaluation with the new programs in English as a second language (ESL)
6. Develop and use measurement instruments for testing oral production

Day 1

Activity 2

The Evaluation Process

Objective To identify the three stages of the evaluation process

- **Work in pairs.**

- **Read the example describing an evaluation situation.**

- **Decide which action corresponds to each of the three phases of the evaluation process and complete the chart.**

The Evaluation Process

Study the following example and follow the instructions.

A group of students wanted to determine which would be the best type of string to use to fly a kite. They were looking for string which would be strong and inexpensive.

The students set up an experiment to choose the best string from among three different types of string. Dictionaries were tied to each string and suspended in order to determine how many dictionaries each string could hold without breaking. The following results were observed:

String A:	Holds two dictionaries Cost: $0.49 a metre
String B:	Holds one dictionary Cost: $0.45 a metre
String C:	Holds two dictionaries Cost: $0.53 a metre

The students decided to buy string A.

This example illustrates evaluation purpose, measuring, judging and deciding.

Describe the evaluation purpose illustrated here and identify the three phases: measuring, judging, deciding/acting. Complete the chart.

Purpose	
Measuring	
Judging	
Deciding/ Acting	

Day	1	
Activity	3	***Evaluation in a Communicative Approach***
Objective	To identify the guiding principles of the various ESL programs and to determine how each can influence evaluation procedures	

- **Work in groups of three.**

- **Read the section of the program dealing with the foundations and the guiding principles of the program.***

- **Decide which of the guiding principles have a bearing on evaluation.**

- **Prepare a chart illustrating your finds. In one column place the principles from the program, and in another column place the implications of that principle for the evaluation procedure.**

---

* **Primary: pp. 17-18**
First-cycle secondary: pp. 6-8
Second-cycle secondary: pp. 9-11

Day	1	
Activity	4	***Formative vs. Summative Evaluation***
Objective	To distinguish between formative and summative evaluation in terms of purpose, focus, method, moment of evaluation, agent and decision	

- **Work in pairs for both exercises.**

- **First identify each statement in the exercise on page 18 as an example of formative or summative evaluation.**

- **Fill in the chart *Differences between Formative and Summative Evaluation* according to what you already know about formative and summative evaluation.**

Formative Evaluation vs. Summative Evaluation

Identify each statement as an example of formative evaluation or summative evaluation.

Statement	Identification
1. I want to assess the degree of achievement of one objective.	
2. I want to obtain information that will help me modify my teaching strategies.	
3. I want to assess students' performance of one of the intermediate objectives of the program.	
4. I give my students a test every Friday afternoon to calm them down.	
5. I want to know where students are experiencing difficulties.	
6. I want to assess students' achievement of the terminal objectives of the program.	
7. I want to be able to make the right decisions to promote learning.	
8. I need to make a decision about promoting students to a higher grade.	
9. I wish to determine students' readiness for new learning.	
10. I want to inform students and parents of progress.	

Differences between Formative and Summative Evaluation

Using the information in the previous activities, attempt to make a statement illustrating the differences between formative and summative evaluation.

	Formative Evaluation	Summative Evaluation
Purpose (why)	•	•
Focus (what)	• • •	• •
Method (how)	• •	•
Moment (when)	•	• •
Agent (who)	•	•
Decision	• • •	• • • • •

Day	1	
Activity	5	***Testing What Is Taught***
Objective	To identify the approach and objectives of the program in order to establish what is meant by content and construct validity	

- **Study the program and complete the appropriate *Testing What Is Taught* chart (primary, page 21; first-cycle secondary, page 24; second-cycle secondary, page 27).**

- **Work in groups of three or four.**

- **Fill in the charts by referring to the appropriate program:**

  Primary: pp. 18, 19, 23-26, 29-108
  First-cycle secondary: pp. 7-9, 15-17, 25-64
  Second-cycle secondary: pp. 9-11, 17-24, 37-60

Testing What Is Taught
Program: Primary ESL

Foundations of the Program

Instructional approach

- ____________
- ____________

Guiding principles

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
____
7. ____________

Organization

- Selection based on needs analysis and respect of pupils' age level and interests
- Higher proportion of comprehension (receptive) skills
- Stress oral-aural skills

Global Objective

The non-Anglophone pupil should be able to

____
____
____
____
____

General Objectives

The pupil should be able to

____
____
____
____

The pupil should be able to

____
____
____
____
____

Testing What Is Taught

Program: Primary ESL (continued)

Terminal Objectives

Category	Objectives	Functions	Weighting of skills	Degree of mastery
____________	1.1.1 to 1.5.2	Identify Describe Narrate	Listening: 30% (with no interaction)	Comprehension C
____________	2.1.1 to 2.7.2	Express capability obligation certainty Agree/Disagree Offer Accept/Decline	Speaking: 15% (with no interaction) Listening/Speaking (interaction): 40%	Production E_1 E_2
____________	3.1.1 to 3.4.4	Express likes/dislikes intentions wants preferences	Reading: 10% Writing: 5%	E_3 (3.1.1-1.5.2)
____________	4.1.1 to 4.9.4	Suggest Ask for help/Offer help Invite Warn Instruct Direct Ask for permission/ clarification Request people/things		
____________	5.1.1 to 5.5.2	Introduce Greet/Leave Thank Apologise		

Testing What Is Taught
Program: Primary ESL

Functions and Notions

Category	Functions	General notions	Specific notions
Factual information			Personal identification Parts of the body Clothing Occupations Family and friends
Intellectual attitudes			Home Neighbourhood School surroundings Outings Places Transportation Time, seasons, weather
Affective attitudes			
Inciting action			Home Neighbourhood School objects Leisure-time activities Sports equipment Food and drink Animals Holidays and other occasions
Social acts			School activities Leisure-time activities Sports activities Holidays and other occasions Time, seasons, weather

Testing What Is Taught
Program: First-cycle secondary ESL

Foundations of the Program

Instructional approach

- ____________________________
- ____________________________

Guiding principles

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
   ____
6. ____________________________

Organization

- Greater importance to meaning than to form
- Text types consistent with language situations students are most likely toexperience in secondary 1 and 2
- 14 terminal objectives
- 2 main headings: comprehension, production

Global Objective

At the end of the secondary level, students will get along in English in everyday situations.

General Objectives

On completion of the first cycle of secondary school, the student should be able to

____

____

____

On completion of the first cycle of secondary school, the student should be able to

____

____

____

Testing What Is Taught

Program: First-cycle secondary ESL (continued)

Terminal Objectives			
Objectives	**Skills**	**Weighting**	**Degree of mastery**
1. To find out facts	Oral comprehension	30%	C_1 C_3
2. ____________________			C_1 C_2 C_3
3. ____________________			C_1
4. ____________________			C_1
5. To find out facts	Written comprehension	30%	C_2 C_3
6. To find out what to do			C_1 C_3
7. To find out about interests, attitudes, feelings			C_2 C_3
8. To be entertained, to find main ideas, important points			C_2
9. To find out or to give facts	Written production	20%	P_1 P_2 P_3
10. ____________________			P_2 P_4 P_5
11. ____________________			P_1 P_2 P_4
12. To exchange information	Oral production	20%	P_2
13. ____________________			P_2
14. ____________________			P_2

Testing What Is Taught
Program: First-cycle secondary ESL (continued)

Intermediate Objectives		Characteristics of Texts	
Text types	**Notions**	**Language**	**Other**
1.1 Weather reports	• ____ • ____ • ____ • ____ • ____	• Telegraphic language • Sentence length: maximum1 ____ words • Mainly ____ • Some adverbs of time	• Recorded or live • ____ • ____ • ____ • 2 or 3 comparisons between cities or regions
5.1 Menus	• ____ • ____ • ____ • ____	• ____ • Prepositional phrases used to add detail	• ____ • ____
9.1 Personal data card		• ____ • ____ • Elements should be listed	• Pictures may be used • ____

12. 1 Conversations about a person	• Name of the person
	  • relationship to others
	  • Physical description
	  • physical features
	  • clothes
	• Where the person can be found
	• Personality traits
	• Abilities
	• Goals
	• Obligations
	• Health
	• Comparisons
	• Past and present activities
		• Limited to ____
		• Sentence length: ____
		• Exchanges may contain ____
		• ____
		• Past, present and future time
			• To begin or end a conversation
			• To ask for or give ____
			• To clarify or ask for ____
			• To ask an ____
			• To answer an information question
			• To say whether something is ____

Answer Key

Testing What Is Taught
Program: Second-cycle secondary ESL

Foundations of the Program	Global Objective
Instructional approach • ________ • ________ **Guiding principles** 1. ________ 2. ________ 4. ________ 5. ________	At the end of the secondary level, students ________ ________ ________
	General Objectives
Organization • Take into account the learning process • Greater importance to ________ than to form • Grammar as ________ and not ________ • Text types consistent with operations although no text type is compulsory • Tasks based on operations	On completing the second cycle of secondary school, the student should be able to ________ ________ ________ On completing the second cycle of secondary school, the student should be able ________ ________ ________

Testing What Is Taught

Program: Second-cycle secondary ESL (continued)

Terminal Objectives			
Objectives	**Category/Skill**	**Weighting**	**Degree of mastery**
1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____	Comprehension • Oral • Written	 24% 36%	Secondary 3: Rating ___ Secondary 4: Rating ___ Secondary 5: Rating ___
1. ____ 2. ____ 3. ____ 4. ____	Production • Oral • Written	 16% 24%	

Testing What Is Taught

Program: Second-cycle secondary ESL (continued)

Intermediate Objectives		
Operations	**Tasks**	**Levels of difficulty**
____________	1. Identify words related though meaning	1
	2. Make associations of ideas among different words	2
	3. Make predictions based on extra-textual support	1
	4. Make predictions based on set words or phrases	1
	5. Make predictions based on the introduction	2
	6. Make predictions based on a segment of the text	2
____________	7. Identify key words/phrases in a text	1
	8. Identify key sentences in a text	2
	9. Identify main idea in a text	2
	10. Identify supporting ideas in a text	3
____________	11. Identify a discrete item of information	1
	12. Identify several discrete items of information	2
	13. Identify a global item of factual information	2
	14. Identify several global items of factual information	3
____________	15. Distinguish between certain arguments for and against	2
	16. Distinguish between certain facts and opinions	3
	17. Distinguish between general statements and specific statements	2
	18. Identify certain subjective statements or prejudices	3
	19. Retrace the chronological sequence of facts or events	1
	20. Identify inconsistencies, absence of logical links or sequence of ideas	3
____________	21. Identify information which is the same in several texts on same topic	1
	22. Identify information which is different, complementary or contradictory	2
	23. Identify similarities and differences among opinions, arguments, prejudices in several texts on same topic	3

Testing What Is Taught
Program: Second-cycle secondary ESL (continued)

Intermediate Objectives		
Operations	**Tasks**	**Levels of Difficulty**
______	24. Reformulate arguments for or against	3
	25. Reformulate facts or events	2
	26. Reformulate opinions, ideas, subjective statements or prejudices	3
	27. Reconstruct the chronological sequence of facts or events	1
	28. Relate similar or different information given by several people on same topic	2
	29. Summarize briefly the main information transmitted by several people on same topic	2
	30. Summarize briefly the main information transmitted by another person	3
______	31. Ask one or more questions related to one more discrete items of information	1
	32. Ask a question related to one or more global items of information	2
	33. Answer one or more questions related to one or more discrete items of information	1
	34. Answer a question related to one or more global items of information	2
	35. Ask someone to clarify his or her question	1
	36. Ask someone to clarify the ideas he or she has expressed	2
______	37. Express an opinion or formulate a hypothesis	2
	38. Formulate the main idea which represents the message transmitted by another person	2
	39. Describe the physical characteristics of a person, an animal, an object or a place	1
	40. Formulate one's own arguments on a given topic	3
	41. Express oneself using information transmitted by several people on the same topic	2
	42. Report facts or describe events	2
	43. Tell a story	3

Testing What Is Taught

Program: Second-cycle secondary ESL (continued)

Intermediate Objectives		
Operations	**Tasks**	**Levels of difficulty**
———	44. Discuss the similarities and differences between one's own hypotheses and someone else's	3
	45. Discuss the similarities and differences between certain hypotheses and the facts, events, ideas expressed in a given text	3
	46. Discuss certain opinions or ideas expressed by another person	3

Day 1

Activity 6 ***Formative Evaluation in the Teaching/Learning Process***

Objective To show how the planning of teaching/learning/evaluating is integrated

- **As the workshop leader makes notes on the board about planning and teaching, you may want to record them for your own purposes or add to them from your own experience.**

Notes

Day 1

Activity 7 ***Types of Formative Evaluation***

Objective To distinguish between different types of formative evaluation

- **Using the information in the chart *Types of Formative Evaluation*, fill in the *Formative Quiz*.**

Formative Quiz

Identify each statement as an example of *prospect*, *interactive*, *short-range* or *long-range* and *retrospect* formative evaluation. In each case, indicate which type of instrument or technique is used.

Evaluation	Type
1. The teacher checks around the room as students work in pairs to complete a story.	
2. Grade 4 pupils have been asked to identify a series of pictures and to write the words on a grid. They check their own work against a completed grid.	
3. Before undertaking an activity on means of transportation, the teacher has students "brainstorm" and writes on the board all the words they know in relation to this subject.	
4. Six weeks after the beginning of the school year, the teacher gives a written test to evaluate the students' progress so far and to report to the parents.	
5. The teacher observes teams of students at work to assess the degree of participation of each student.	
6. After working on a learning situation with the students for three weeks, the teacher gives a short oral test.	
7. Secondary 1 students have been watching a film. The teacher gives them a series of short sentences and asks them to reconstruct the story they have just seen. The students then hand in their work to the teacher.	
8. The students have been working with horoscopes, and they are having difficulties understanding the texts. The teacher gives them a list of character traits that they must identify as positive or negative.	
9. As the students participate in conversations, the teacher observes the class and notes students' performance on a grid.	
10. The teacher designs an evaluation situation, making use of a meaningful context, in order to measure achievement of a group of objectives.	

Types of Formative Evaluation

Types	Time	Focus	Characteristics	Instruments
Interactive	During instruction	• skill, sub-skill, notion, knowledge • conditions which influence learning: class atmosphere, student's motivation, interest	Informal	• Informal observation • Holistic assessment • Oral questioning • Brainstorming/ discussion • Checking students'work
			Formal	• Observation, rating scale • Evaluation task, grid
Short-range retrospect	After one objective	• one objective, one skill, one sub-skill	Informal	• Checking students'work
			Formal	• Written test • Oral test • Self-assessment grid • Evaluation task, grid
Long-range retrospect	After a set of objectives After a longer period of instruction	• a set of objectives, skills and underlying skills • more and more complex set of objectives as learning progresses • measures achievement (spiral approach	Formal	• Evaluation task, grid • Written test • Oral test
Prospect	Before instruction	• students'readiness for new learning • prerequisite knowledge, skills and subskills	Informal	• Oral questioning • Brainstorming
			Formal	• Oral or written test • Evaluation task, grid

FORMATIVE EVALUATION

DAY 2

Objectives of Day 2

- ***To become familiar with various formative evaluation instruments***

At the end of the session, the participants will be able to:

- determine which evaluation instruments are best suited to elicit certain information
- determine the focus, moment and integration of evaluation in a learning situation
- design formative evaluation instruments
- establish standards for formative evaluation instruments

Table of Activities: Day 2

Page

Activity 1
Instruments for Formative Evaluation 40

Activity 2
Integrating Formative Evaluation into a Learning Situation 46

Activity 3
Production of Instruments for Formative Evaluation 50

Activity 4
Criteria for Analysing Instrumts 52

Activity 5
Round-table Discussion 54

Day	2	
Activity	1	***Instruments for Formative Evaluation***
Objectives	• To determine which types of instruments are best suited to elicit the information being sought • To give examples of various types of instruments	

- Study the chart *Instruments for Formative Evaluation* on page 41 and the examples of instruments on pages 42-44.

- Using the chart *Types of Instruments* (page 45), decide which type of instrument would be best suited for collecting data based on each focus of evaluation. Work with a partner.

Instruments for Formative Evaluation

Types of instruments	Focus of evaluation	Agent
Observation charts	• students' readiness for new activities • student interaction • student motivation, interest • attitude	• teacher • self-assessment • peer-assessment
Oral questioning	• conditions that influence learning • specific notion, skill • prior knowledge • attitude	• teacher
Descriptive assessment charts	• written production • oral production	• teacher • self-assessment • peer-assessment
Written questions and answers	• notion, sub-skill • intermediate objective • written task • function	• teacher
Written/oral quizzes	• one objective or a set of objectives	• teacher

Speaking Assessment Record

Student's name: ____________

Use this form to assess your classmate's performance during oral production.

Scales:
A: Most of the time
B: Some of the time
C: Rarely
D: Never

Skills/Functions	Date	Date	Date	Date
1. Uses appropriate utterances				
2. Asks information questions				
3. Produces 2-3 sentences to an exchange				
4. Answers information questions				
5. Asks or says whether something is true or false				
6. Asks for or gives information				
7. Clarifies or asks for clarification				
8. Uses greetings and polite expressions				
9. Suggests activities				
10. Accepts or refuses suggestions				
11. Invites				
12. Accepts or refuses invitations				
13. Asks for, gives or refuses permission				
14. Asks for, offers, accepts or refuses help				
15. Expresses interests, feelings				

Student Interest Inventory*

1. Have you read any books for pleasure lately?
If so, what are some of the titles you liked best?
Which title is *your all-time* favourite?

2. Do you have (a) favourite author(s)?
If so, why?

3. What kind of fiction do you like?
Animal ______
Adventure ______
Mystery ______
Supernatural ______
Sports ______
Humour ______
Science fiction ______
Other: ______
Historical novels ______
Career stories ______
Problems of teenagers ______

4. What kind of non-fiction do you like?
Biography ______
Handicrafts ______
History ______
"How To" books ______
People of other lands/cultures ______
Science ______
Outer space ______
Travel ______
Others ______

5. How easy is it to find books that interest you?
What way(s) do you use to help find interesting books?
Friends ______
Parents ______
Brothers/Sisters ______
Librarians ______
Teachers ______
Other ______

6. How often do you read the newspaper?
What part(s) of the paper do you enjoy most?

7. Do you read a magazine regularly?
If so, which one(s)?

8. Do you watch TV? If so, what are your favourite programs?

9. Do you go to movies? If so, what movies have you enjoyed most?

10. Do you have any hobbies or collections?
If so, describe them briefly.
What other activities do you especially like?

11. In the last 24 hours, how much time did you spend reading *for pleasure?*
Is that amount typical? Explain.

12. How do you feel about reading *for pleasure?* Explain.
Couldn't live without it ______
Like it pretty much ______
It's OK ______
Don't like it much ______
Never do it ______

---

* Ministère de l'Éducation. *Guide for Evaluation in the Classroom — English Language Arts Secondary* (MEQ 16-7221A-01).

Analysis of Group Process*

Observer's Role Analysis Chart

This chart is provided to assist the observer in collecting data in order to arrive at an overall assessment of participation in group discussion.

The group process is analysed by charting the number of times each member of the group speaks and what roles he or she assumes.

Sample Chart

Names	Asks questions	Gives support	Contradicts	Evaluates	Makes procedural statement	Gives information or opinion
Charlie	ǀǀǀǀ	ǀǀǀǀ		ǀǀǀ	ǀǀǀ	ǀǀǀǀǀ ǀǀǀǀ
Meg	ǀǀǀǀǀ ǀǀǀǀǀǀǀǀǀǀ	ǀǀǀǀǀ ǀǀǀ		ǀǀǀǀ	ǀǀǀǀǀǀǀǀǀ ǀǀǀǀ ǀǀǀǀ ǀǀ	ǀǀǀǀ ǀǀǀǀ ǀǀǀǀǀ
Juan	ǀǀǀǀ ǀǀǀǀ	ǀǀǀ ǀǀǀ		ǀǀǀǀ		ǀǀǀǀǀ ǀǀǀǀ ǀǀǀ
Joe	ǀ		ǀǀǀǀ ǀǀǀǀ	ǀǀǀǀǀ ǀǀǀǀ	ǀǀǀǀ	ǀǀǀǀǀ ǀǀǀ
Phyllis	ǀǀǀ	ǀǀǀǀ ǀǀǀ			ǀǀǀ	ǀǀǀǀǀ ǀǀǀǀ ǀǀǀǀ ǀǀǀǀ ǀǀ

Directions to the Observer

1. Design a chart similar to the one above to record data.
2. Note the contributions each member makes during the discussion:
   - by charting the number of times each student speaks
   - by categorizing the types of contributions each student makes during discussion
   - by evaluating the roles thus assumed

   Sample roles

   - **Questioner:** asks many questions or excellent questions
   - **Summarizer:** tries to conclude certain sections of the discussion
   - **Peacemaker:** tries to resolve conflicts in the group
   - **Agitator:** disrupts the group
   - **Supporter:** tries to create a friendly atmosphere and encourage others
   - **Leader:** emerges as one who gives direction to the discussion by making procedural statements, etc.
3. Use this information in making an overall assessment of participation in group discussion.

---

* Ministère de l'Éducation. *Guide for Evaluation in The Classroom — English Language Arts Secondary* (MEQ 16-7221A-01), p.100.

Types of Instruments

Study the list below. Decide which type(s) of instrument would be best suited to each focus of evaluation.

Focus of evaluation	Types of instruments
1. Students' knowledge of specific notions related to means of transportation	
2. Students' attitude toward adventure stories	
3. Oral performance of students taking part in a role-play	
4. Students' achievement of a particular intermediate objective	
5. Overall achievement of a set of objectives	
6. Students' use of required strategy for a specific task	
7. Students' retention of knowledge acquired during the previous term	
8. Degree of students' participation during pair work	

Day	2	
Activity	2	***Integrating Formative Evaluation into a Learning Situation***
Objectives	• To determine the focus of evaluation for a learning situation • To decide on the moments of evaluation for a learning situation • To integrate ongoing evaluation into a learning situation	

- **Following your workshop leader's instructions, you will be called upon to find definitions for words or expressions on the following page, *Words — Words — Words*. You may refer to any page of your workbook for help. Work in pairs if you wish.**

- **Then you will need to place each word or expression in the correct box in *Outline for Planning an Evaluation Procedure* (page 48).**

- **Finally, after selecting a learning situation (module, chapter or lesson) from your teaching material, you will study it so as to be able to fill in the second *Outline* sheet (page 49). Work in pairs or in groups.**

Words — Words — Words

1. Read the following words or phrases and find a word or expression that describes each.
2. Transcribe the words or phrases from the first column into the proper boxes on the next page.

Word or phrase	Description
1. Measuring	
2. Deciding	
3. Teaching/learning process	
4. Planning	
5. Intermediate objectives	
6. Formative evaluation process	
7. Notions	
8. Terminal objectives	
9. Focus on evaluation	
10. Learning situation*	
11. Judging	

* Already described on outline

Outline for Planning an Evaluation Procedure

Terminal Objective(s)

Teaching/learning program			Formative evaluation process			
Intermediate Objective(s)	Notions	Learning situation	Focus of Evaluation	Measuring	Judging	Deciding
		Here learning tasks to be undertaken are described: what the teacher will do/ what the students will do				

Outline

Learning situation	Objectives	Focus of evaluation	**Measuring** (instrument, interpreting data, threshold level)	Judging	Deciding/ Acting

Day 2

Activity 3 ***Production of Instruments for Formative Evaluation***

Objective To practise producing instruments relevant to a particular learning situation

- **Work in teams of four.**

- **Produce an instrument for formative evaluation of the learning situation you analysed in Activity 2.**

- **To help you get started, there is a list of possible techniques on page 51.**

Techniques Suitable for Formative Evaluation Tasks

1. Role play
2. Problem-solving using information in a text
3. Information-gap activities
4. Information-transfer activities
5. Note-taking
6. Identifying key words
7. Putting illustrations in order
8. Thinking of an appropriate title for a text
9. Choosing the text that is most appropriate to a given situation
10. Evaluating a series of statements as true or false in connection with a given text
11. Determining whether the desired information can be found in a given text
12. Relating the description of a person to a text
13. Summarizing the content of a text
14. Drawing conclusions on the basis of information received
15. Rewriting a text in telegraphic language
16. Using the cloze technique
17. Taking part in a conversation based on a series of pictures

Day 2

Activity 4 ***Criteria for Analysing Instruments***

Objective To provide standards for determining the quality of formative evaluation instruments

- **You will now rate the instrument you have produced. Use the checklist provided on page 53.**

Criteria for Analysing Measurement Instruments*

Check the appropriate box.	Always	Some-times	Rare-ly	Never
1. Are the situations authentic, realistic?				
2. Are the tasks purposeful?				
3. Are the notions and lexical items assessed in a meaningful context?				
4. Is it possible to identify the cause of specific errors (diagnostic feature)?				
5. Does the instrument demonstrate a tolerance for error that does not interfere with communication?				
6. Are the threshold levels of performance clearly indicated?				
7. Are the text characteristics prescribed by the program taken into account? (primary, first-cycle secondary only)				
8. Is the total rate acceptable? (second-cycle secondary only)				
9. Are the general and specific notions prescribed by the program taken into account? (primary, first-cycle secondary only)				
10. Does each item actually measure what it claims to measure?				
11. Is the instrument consistent with the degree of mastery prescribed by the program?				
12. Does the instrument reflect the instructional approach?				
13. Is the instrument consistent with the intermediate objectives of the program?				
14. Is greater emphasis placed on comprehension?				
15. Do the items present students with familiar lexicon and/or situations in different contexts?				

---

*Measurement instruments are formal formative evaluation tests designed to focus on specific intermediate and/or terminal objectives.

Day	2	
Activity	5	***Round-table Discussion***
Objective	To allow the exchange of ideas and opinions regarding the problems and solutions pertaining to instruments in formative evaluation	

- **You will now present the instrument you have produced. You will also be given the opportunity to hear about other instruments. Feel free to ask questions and offer comments.**

SUMMATIVE EVALUATION

DAY 3

Objectives of Day 3

- ***To become familiar with summative evaluation instruments that are coherent with a communicative approach to language teaching***

At the end of the session, the participants will be able to:

- differentiate between formative and summative evaluation
- use appropriate test models and formats for summative evaluation
- understand the notion of test validity
- understand the use of definitions of domain, test specifications and item specifications

Table of Activities: Day 3

Page

Activity 1
Summative Evaluation 60

Activity 2
Test Models and Formats 62

Activity 3
Characteristics of Good Instruments 65

Activity 4
Practice in Evaluating Test Items 69

Activity 5
Definition of Domain — Test Specification
— Item Specification 71

Day	3	
Activity	1	***Summative Evaluation***
Objectives	• To provide a definition of summative evaluation • To identify the various phases of the evaluation process	

- As a group, work through the cloze activity on summative evaluation on page 61.

Summative Evaluation

Summative evaluation is a process the purpose of which is to assess achievement on an ____________ or on a __________ of a program. It is ________ in nature, which means that it is carried out using valid ____________ based on a definition of ________ and made up of evaluation ______ compatible with a ____________ __________. Summative evaluation occurs once the program is ________, or at the end of a ______.

The summative evaluation process includes three phases: ________, __________ and ________.

The ________ phase includes several steps: planning, production of items, administering the test, marking and analysis of the results.

During the ______ of the test, teachers sort out ideas about the _______ or syllabus in order to identify the ______________ and to determine test ________. Summative evaluation essentially concerns itself with general and _______ objectives. After determining which item types will test an adequate representative ____ ____ of the program, item writers must produce realistic situations and set a series of ________ that will demonstrate students' ability to use _______ to function in these situations. Items, once written, are ______ and re-written if necessary to achieve optimum _______ of the instrument. The finalized test is then administered to the ______ and marked by the ______.

The results are compiled and ________. This analysis will serve as the basis for the second phase of the evaluation process: ______. This phase constitutes an ______ of students' __________ with regard to the __________. As well as test results, the overall ______ of the student is taken into account. The third and final phase, the ______ phase, will determine which course of action to follow. The choices include _________, _________ to a higher grade, awarding of ____________ guidance _________ and registration for ____________.

Throughout the ________ of evaluation, evaluators should be concerned primarily with providing _________ with an opportunity to demonstrate what they and to perform to the best of their _________.

Day	3	
Activity	2	***Test Models and Formats***
Objective	To explore various test models and formats suitable for summative evaluation	

- Examine the models for test design on page 63.

- Discuss the advantages and disadvantages of each model.

- As the workshop leader makes notes on the board about test formats, you may want to record them.

- Then turn to *Task-Based Test Design* on page 64. In small groups, find concrete examples to illustrate the five communicative characteristics.

Test Models

1. Integrated model

- Four skills together in one test
- Four skills tested at the same time, in no necessary order

4 SKILLS

L R S W

2. Semi-integrated model

- Several skills integrated
- One or more skills separated out and tested at different times

3 SKILLS

L R W

1 SKILL

S

or

2 SKILLS

L S

2 SKILLS

R W

3. Segregated model

- Each skill treated as a separate test

L **S** **R** **W**

Task-Based Test Design

Language must be tested in the way in which it is taught. It is therefore essential to formulate a test design that reflects what happens in the classroom, not only in terms of content, but also in terms of methodology.

Classroom activities are structured around a series of tasks reflecting the students' real-world needs and interests, where language is used as a means to an end and not as an end in itself.

The test design should therefore replicate the classroom task design, integrating a variety of objectives and language skills already familiar to the students into a meaningful situation.

In the communicative approach to language teaching, the emphasis is not on linguistic accuracy, but on the ability to function effectively in a particular language situation. Similarly, tests should present conditions that approximate to real life, and the tasks presented should reflect communicative characteristics.

1. **Realistic context**
   Tasks and context are realistic for a particular group of students.
   Example:

2. **Relevant information gap**
   Students have to process information that is relevant to their real-life situations and that is not known to them.
   Example:

3. **Scope for personal input**
   The tasks allow students the possibility of producing personal responses.
   Example:

4. **Appropriately sized input**
   The size and scope of the task should reflect the input normally expected in real life.
   Example:

5. **Normal time constraints**
   The tasks should be accomplished under normal time constraints.
   Example:

Day	3	
Activity	3	***Characteristics of Good Instruments***
Objectives	• To explore the notion of validity • To provide criteria for evaluating instruments and test items	

- Read Types of Validity on page 66 and answer the questions at the end of the text. Check your answers with the workshop leader.

- Then examine the Criteria for Establishing Test Validity on page 68.

Types of Validity

Validity
What aspects of the language is the test designed to measure, and how well does it, in fact, measure the global skills or the discrete elements of the language? For example, if a test is designed to measure aural comprehension, it must do exactly this and not measure another skill, such as reading.

Face validity
The more a test looks as if it is testing what it is intended to measure, the better it is. In other words, if communicative competence is being tested, the test should contain realistic situations and authentic documents. A page from a travel brochure should look like a page from a travel brochure.

Content validity
What is, in fact, being tested. Content validity may be assured by checking all the items in the test to make sure that they correspond to the instructional objectives of the program. In summative evaluation, the ultimate focus is on terminal objectives.

Comprehensiveness
The test should contain the appropriate proportions of items from all aspects of the program. This is assured by adhering to the definition of domain and to the test specification. The test specification should relate to the syllabus and reflect language focus, skills weighting and task types prevalent in teaching.

Construct validity
How the test is designed. The test must reflect the instructional approach of the program. Language must be tested in the way in which it is taught. The more the test tasks reflect dynamic communicative characteristics, the more relevant the resulting language behaviour will be. Tests cannot be constructed simply by putting together a random selection of tasks, however authentic they may be.

Questions	Answers
1. A test checks the objectives of the program; which aspect does it reflect?	
2. The test is based on the audiolingual approach; which aspect is not respected?	
3. The oral production test checks comprehension as well. What's wrong?	
4. There are grammar items (changing sentences from active to passive) in the test. What's not respected?	
5. Fifty percent of the test is on production — written and oral. What's wrong?	
6. The test wants to check comprehension and uses the format of a newspaper for the student's copy. However this newspaper doesn't look like one. What's wrong?	

Criteria for Establishing Test Validity

	No	Yes
1. The instrument reflects the instructional approach.		
2. The instrument presents authentic, realistic situations.		
3. The tasks prescribed are purposeful.		
4. The tasks are subject to normal time constraints.		
5. The instrument allows for personal input on the part of the student.		
6. The instrument is consistent with the degree of mastery prescribed by the program.		
7. The instrument's primary focus is on terminal objectives.		
8. The instrument demonstrates a tolerance for errors that do not interfere with communication appropriate to the grade level being tested.		
9. Greater emphasis is placed on comprehension than on production.		
10. The weighting of each objective measured is consistent with the definition of domain and test specification.		

Day	3	
Activity	4	***Practice in Evaluating Test Items***
Objective	To give practice in evaluating test items according to criteria established to assure optimum validity	

- You will be given sample test items by your workshop leader. Using the *Criteria for Evaluating Test Items* on page 70, you will see that each item is faulty because at least one of the criteria has not been applied. Find it/them while working with a partner.

Criteria for Evaluating Test Items

Check the appropriate box.

	Yes	No
1. Tasks prescribed are authentic and realistic in terms of • the task itself • the context		
2. Items take into account limits prescribed by the program, e.g.: • text types and notions • text characteristics • level of performance • general and specific notions • text and task difficulty		
3. Each item actually measures the objective it claims to measure.		
4. Items present situations and/or lexical content that students have not necessarily seen before and that are relevant to their real-life situations.		
5. Each item measures only one objective.		
6. Items require students to carry out the prescribed task in order to arrive at the correct answer.		
7. Items designed to assess one skill do not measure another skill.		
8. Items calling for comprehension of an oral or written text really require comprehension of the text and do not measure general knowledge.		
9. No item gives away the answer to another item.		
10. Distracters are important, plausible answers rather than obvious distracters.		

Day 3

Activity 5 ***Definition of Domain — Test Specification — Item Specification***

Objective To identify definition of domain and test specification

- **Read the text on page 72.**

- **Working with a partner, fill in the chart on page 73.**

Definition of Domain — Test Specification — Item Specification

Before sitting down to write a test, writers have to consider various aspects of the program and take certain steps to assure that the test will exhibit the characteristics which are inherent to its purpose and which will contribute to its validity.

The first step is to produce a **definition of domain**. This includes an examination of the program in order to identify, describe and classify its various components for the purpose of assessing student achievement with regard to the objectives of the program. This synthesis should take into account the instructional approach, the guiding principles and the pedagogical implications of the program and should identify which of the principles and implications will have a bearing on evaluation. The definition of domain clearly identifies the focus of evaluation and makes it possible to establish a direct link between what is being taught and how, and what is to be tested and how.

The process for establishing a definition of domain can be broken down into four steps:

1. summarizing the aims of the program and establishing the guiding principles for evaluation
2. identifying and describing the various components of the program
3. grouping the various components on a chart or a diagram and weighting each dimension
4. describing each dimension if necessary. (In the definition of domain, *dimension* refers to each point of junction on a double-entry chart.)

Teachers and item writers are most likely to make use of a definition of domain.

The **test specification** defines the focus for evaluation in a given situation. As such, it will improve the content validity of a test by providing a point of reference to check proposed items against. The test specification should relate to the syllabus and to the definition of domain. It should reflect language focus, skills, task types and the weighting of each. Primarily of use to item writers and revisers, the test specification requires that its author adhere to a set procedure. The first step consists in specifying the purpose of the test. Next, it is necessary to establish the guidelines for the selection of the dimensions. This selection, in certain cases, may be subject to prescriptions by the program itself, as occurs with the second-cycle secondary program. Once the dimensions have been selected, the selection must be justified. Finally, indications have to be given for the interpretation of results.

In addition to a definition of domain and a test specification, item writers must be provided with an **item specification** describing which techniques to use in writing the items. The item specification should state what the item is intended to test and how the item is to be marked. Providing item specifications improves the validity and reliability of the test and leads to consideration of appropriate marking criteria. A comprehensive item specification will include the identification of the program and of the dimension as well as a description of the task and the anticipated response. A sample item is included, as are any pertinent additional remarks.

Definition of Domain — Test Specification — Item Specification

	Definition of domain	Test specification	Item specification
Definition	Synthesis of ________ ________	Defines ________ ________	Describes ________ ________
Intended users	• ________ • ________	• ________ • ________	• ________
Steps	1. Summarize ________ ________ 2. Identify ________ ________ 3. Group ________ ________ 4. Describe ________ ________	1. Specify ________ 2. Establish ________ ________ 3. Select ________ 4. ________ 5. Give ________ ________	1. Identify ________ 2. Identify ________ 3. Describe ________ 4. Describe ________ 5. Include ________ 6. Include ________ Note: The steps are taken from chapter 4 of "Guide pour la construction d'instruments de mesure dans le cadre de EIM".

PRACTICUM: SUMMATIVE EVALUATION

DAY 4

Objectives of Day 4

- ***To gain experience in modifying or writing instruments for summative evaluation***

At the end of the session, participants will be able to:

- identify weaknesses and flaws in summative evaluation instruments
- select appropriate techniques for evaluating the different skills
- modify and improve existing summative evaluation instruments
- design and develop their own instruments for summative evaluation

Table of Activities: *Day 4

Page

Activity 1
Examining Summative Instruments 78

Activity 2
Skills and Techniques 80

Activity 3
Improving a Test 82

Activity 4
Round-table Discussion 83

* An alternative procedure is also provided.

Day 4

Activity 1 ***Examining Summative Instruments***

Objective To identify weaknesses or flaws in a summative evaluation instrument

- This activity will give you practice in identifying weaknesses or flaws in a test.
- In a subsequent activity, you will be asked to improve the test by changing items or rewriting some sections.

1. Read through the questions in *Overview of a Summative Test*, page 79. Suggest additional questions if possible.
2. Form a group with two or three colleagues who teach at the same level.
3. Look over your test carefully before answering the questions.
4. Answer the questions for your test, bearing in mind that you will have to do something about the flaws and deficiencies you detect.

Overview of a Summative Test

Overall

1. Is there continuity in the story line?
2. Is the scenario realistic?
3. Are the individual situations realistic?
4. Is the test appropriate for the students' age group?
5. Does the test cover the four skills (listening, reading, writing and speaking) adequately?
6. Does the weighting of skills respect the program?
7. Is there variety in the evaluation techniques used?
8. Are the students' instructions clear?
9. Is there a teacher's guide? Does it include:
   - a specification chart?
   - the tapescript?
   - a marking guide?

Comprehension

1. Is the focus on comprehension?
2. Are the texts appropriate? (Were they meant to be heard/read?)
3. Does each task correspond to a separate item?
4. Are the tasks realistic?
5. Do the texts respect the limitations set by the program?

Production[1]

1. Is the focus on production?
2. What is the relative weighting of form and content?
3. Are the tasks realistic?
4. Do the tasks involve writing or copying?
5. What provision is there for student input?
6. Is there a real writing format?

---

[1] Note: More specific attention will be given to oral production in Day 5.

Day 4

Activity 2 ***Skills and Techniques***

Objective To become more familiar with the choice of techniques for evaluating different skills

- In order to correct or improve items from the previous activity, you must be able to choose suitable techniques for evaluating individual skills.

- Read *Techniques and Skills* on page 81. Working in pairs, identify the skill or skills for which each technique is most suitable.

- Are any of these techniques new to you? Which of them have you used? What other techniques have you used?

Techniques and Skills

Read this list of possible evaluation techniques. Decide for which skill or skills each would be most appropriate.

( ) arranging word groups into a meaningful pattern
( ) building up a text by selecting from given sentences and inserting one's own sentences to fill gaps
( ) choosing one of several illustrations
( ) completing a story with no ending
( ) deleting or underlining illogical or irrelevant words or sentences
( ) describing past experiences
( ) identifying characters in a story
( ) identifying the central theme or nature of a passage
( ) indicating whether a statement is true or false
( ) interviewing
( ) note-taking
( ) presenting a mini-lecture on a familiar topic
( ) providing a new ending for a story
( ) rearranging a sequence
( ) reconstructing a passage using key words
( ) role-playing
( ) saying which caption accurately describes a picture
( ) saying which statement gives the main idea of a passage
( ) summarizing a passage
( ) taking notes and then reconstituting a passage
( ) transcoding information by completing a graph or a chart
( ) transcoding information presented in diagrams, tables, graphs or pictures

Day	4
Activity	3 ***Improving a Test***
Objective	To improve items or segments of a summative evaluation instrument by modifying them

- **Work in the same groups as in Activity 1. (i.e., according to levels taught).**
- **Rewrite those items or sections of the test that you identified as weak or flawed.**

Day	4	
Activity	4	***Round-table Discussion***
Objective	To compare original flawed sections with rewritten versions and provide feedback on the modifications	

- **As a group, present the flaws and weaknesses you discovered in Activity 1 and explain briefly how your modifications have improved the instrument.**

- **Ask questions and comment on the presentations of the other groups.**

Day	4	(Alternative procedure)
Activity	1	***Designing an Evaluation Situation***
Objective	To gain experience in integrating skills and objectives into an evaluation situation	

- **Work in groups of four to six.**

- **Study *Some Steps in Writing a Test for Summative Evaluation* on page 85.**

- **Fill in the *Outline for Designing an Evaluation Situation* on page 86, which you will use to create a meaningful evaluation situation integrating the objectives and skills of your program.**

- **You may not be able to integrate all the objectives into one meaningful situation. In this case, it is better to plan several situations if necessary.**

Some Steps in Writing Tests for Summative Evaluation

- Respect the definition of domain if available

- Select terminal objective(s)

- Select a plausible story line that will create a context for the entire instrument. Validate the story line through real-life situations.

- Write items, wording instructions so that students demonstrate the behaviour expected by the objective in order to attain the terminal objective. For example, underlining key words is a demonstration of the behaviour "identify key words".

- Divide the context into a sequence of evaluation activities.

  Example: The context of Activity 1 is preparing to present Health for Life at a science fair in Toronto. Activity 1 consists of listening to a recorded announcement that tells what is required for a display at the fair.

- Decide on the most suitable technique for measuring an objective in a particular skill area within the activity.

Outline for Designing an Evaluation Situation

Terminal objectives: Comprehension ______________________ Production ______________________

Context/Story line ______________________

Focus of evaluation (objective/test type/function)	Skill	Type of task	Number of items	Weighting	Points
e.g., Activity 1: Identify chronological sequence	Listening Comprehension	Choose picture sequence	5	12%	10

Day 4 (Alternative procedure)

Activity 2 ***Production of Instruments for Summative Evaluation***

Objective To give practice in producing items and instruments suitable for summative evaluation

- **Work in pairs or in groups to produce items or an instrument according to the outline developed in the previous activity.**

Day	4	(Alternative procedure)
Activity	3	***Round-Table Discussion***
Objectives	•	To give immediate feedback on items or instruments produced
	•	To analyse instruments produced in the light of the criteria previously established

- **Present your summative instrument and evaluate it according to the checklist of criteria on page 89.**

- **Offer comments on instruments produced by other groups, using the same checklist.**

Criteria for Analysing Instruments

Criteria	Yes	No	Can't Tell
1. The test reflects the instructional approach found in the program.			
2. Tasks prescribed are authentic and realistic in terms of • the choice of the task itself • the context			
3. Each item clearly assesses the objectives it is intended to assess.			
4. Each item assesses only one objective.			
5. The focus of evaluation is clearly within the bounds of the program e.g. • text types • notions/functions • text characteristics • total rating			
6. Each item requires that the student accomplish the specified task to find the answer.			
7. Items focusing on a particular skill actually require the student to use that skill.			
8. Oral or written comprehension items actually require comprehension of the text and are not based on general knowledge.			
9. Items are not dependent on each other.			
10. The weighting of the objectives in the test corresponds to that of the test specification.			

EVALUATING ORAL PRODUCTION

DAY 5

Objectives of Day 5

- ***To gain experience in evaluating oral production***

At the end of the session, participants will be able to:

- **apply the principles of the M.E.Q. ESL programs to evaluating oral production situations**
- **adapt evaluation criteria to their teaching levels**
- **design instruments and write items for evaluating oral production**
- **evaluate students' oral production using a standardized grid**

Table of Activities: Day 5

Page

Activity 1
Oral Production in the ESL Programs 101

Activity 2
Principles for Teaching and Evaluating Oral Production 105

Activity 3
From Teaching to Evaluation 106

Activity 4
Evaluation Criteria for Oral Production 108

Activity 5
Instruments for Oral Evaluation 110

Activity 6
Designing Situations for Oral Evaluation 113

Activity 7
Practice in Evaluating Oral Production 116

Day 5

Activity 1 ***Oral Production in the ESL Programs***

Objective To identify objectives for oral production as prescribed by the various MEQ ESL programs

- **The workshop leader will present the program objectives that focus on oral production.**
- **You may want to take notes either to refresh your memory about the program you're teaching or to acquaint yourself with objectives from the other programs.**

Oral Production in the ESL Programs

Program: Primary

Category	Functions	General notions	Specific notions	Degree of mastery
Factual information	• identifying (person) • inquiring about identity (person)	• personal characteristics	• name • age • address • phone number • grade level • occupation • relationship	E_1
	• identifying (animal, thing, place) • inquiring about identity (animal, thing, place)	• characteristics	name of: • animal • thing • place	E_1
	• describing (person) • inquiring about description (individuals)	• physical appearance and condition	• features • temperament • dress	E_1
	• describing (animal, thing, place • inquiring about description (animal, thing, place)	• physical characteristics	• shape • size • colour • texture • taste • audibility • temperature • condition	E_1

Oral Production in the ESL Programs (continued)

Program: Primary

Category	Functions	General notions	Specific notions	Degree of mastery
Intellectual attitudes	• stating capability • inquiring about capability	• ability • agency	• activity	$E_{[illegible]}$
	• stating obligation • inquiring about obligation	• obligation • agency	• activity	$E_{[illegible]}$ $E_{[illegible]}$
	• inquiring about permission	• approval • agency	• activity	$E_{[illegible]}$
	• stating certainty/ uncertainty	• degree of certainty	• opinion • fact • event	$E_{[illegible]}$
	• inquiring about certainty	• degree of certainty	• opinion • fact • event	$E_{[illegible]}$
	• agreeing/disagreeing • inquiring about agreement/ disagreement	• affirmation • negation	• proposition	$E_{[illegible]}$
	• offering	• availability	• food • drink • thing	$E_{[illegible]}$
	• accepting/declining	• option	• invitation • offer • suggestion	$E_{[illegible]}$

Oral Production in the ESL Programs (continued)

Program: Primary

Category	Functions	General notions	Specific notions	Degree of mastery
Affective attitudes	- stating likes/dislikes - inquiring about likes/dislikes	- physical - personal - evaluative	- person - place - thing - activity	E_1
	- stating intentions - inquiring about intentions	- future reference - agency	- activity	E2
	- stating wants - inquiring about wants	- agency - ownership	- activity - thing - food - drink - animal	E_1
	- stating preference - inquiring about preference	- preference	- person - place - thing - activity	E_1
Getting things done	- suggesting	- possibility	- activity	E_1
	- asking for help	- assistance	- activity	E_1
	- offering help	- assistance	- activity	E_1
	- inviting	- future reference - agency	- place - time - activity	E_1
	- warning	- future reference	- danger	E_1
	- instructing - inquiring about instructions	- agency	- activity	E_1
	- directing	- relative position	- place	E_1

Oral Production in the ESL Programs (continued)

Program: Primary

Category	Functions	General notions	Specific notions	Degree of mastery
	• inquiring about directions	• relative position	• place	E_1
	• asking for clarification	• inability		E_1
	• requesting	• presence • accessibility	• persons • things	E_1
Socializing	• introducing	• personal characteristics	• name	E_1
	• greeting	• greeting	• time	E_1
	• leave-taking	• parting		E_1
	• thanking	• appreciation	• activity • offer • invitation	E_1
	• apologizing	• regret	• activity	E_1

Oral Production in the ESL Program

Program: First-cycle secondary (Secondary 2)

Objective/ Text types	Notions	Functions	Linguistic characteristics	Degree of mastery
12.1 Conversations about a person	• name of person —relationship to others • physical description —features —clothes • where the person can be found • personality traits • abilities • goals • obligations • health • comparisons • past, present activities	• begin/end a conversation • ask for/give information • clarify/ask for clarification • ask/answer information questions • ask/say whether something is true or false	• 6 to 8 exchanges • sentence length: about 5 words • exchanges may contain 2 or 3 sentences • greetings and polite expressions • past, present and future tenses	P3
12.2 Conversations about a previous activity	• type of activity • time • place • people involved • means of transportation • comparisons	• begin/end a conversation • ask for/give information • clarify/ask for clarification • ask/answer information questions • ask/say whether something is true or false	• 6 to 8 exchanges • sentence length: about 8 words • exchanges may contain 2 or 3 sentences • greetings and polite expressions • past tense	P3

Oral Production in the ESL Program

Program: First-cycle secondary (Secondary 2)

Objective/ Text Type	Notions	Functions	Linguistics characteristics	Degree of mastery
12.3 Conversations about a thing	• name of thing • description • person to whom it belongs • comparison	• begin/end a conversation • ask for/give information • clarify/ask for clarification • ask/answer information questions • ask/say whether something is true or false	• 6 to 8 exchanges • sentence length: about 8 words • exchanges may contain 2 or 3 sentences • greeting and polite expressions • past, present and future tenses	P_1
12.4 Conversations about a place	• name of place • geographical location • distance • physical characteristics • comparison	• begin/end a conversation • ask for/give information • clarify/ask for clarification • ask/answer information questions • ask/say whether something is true or false	• 6 to 8 exchanges • sentence length: about 8 words • exchanges may contain 2 or 3 sentences • greetings and polite expressions • past, present and future tenses	P_1
13.1 Conversations about how to reach a description	• name of place • existence or non-existence • directions • distance	• attract attention • ask for/give information • clarify/ask for clarification • ask/answer information questions • thank someone	• 6 to 8 exchanges • sentence length: about 8 words • greeting and polite expressions • past tense, imperative mood	P_1

Oral Production in the ESL Program

Program: First-cycle secondary (Secondary 2)

Objective/ Texyt Type	Notions	Functions	Linguistic characteristics	Degree of mastery
13.2 Conversations about plans to do something	• type of activity • time • • place • duration • reason for refusing	• begin/end a conversation suggest an activity • accept/refuse a suggestion • invite someone to do something • accept/refuse an invitation • ask for/give/refuse permission • ask for/offer/accept/refuse help	• 6 to 8 exchanges • sentence length: about 5 words • greetings and polite expressions • fixed expressions • prepositional phrases for time and place • present tense	P_3
13.3 Conversations to obtain something	• type of article • availability • description • comparison	• begin/end a conversation • ask for/offer/refuse something • ask for/offer/refuse a a service • clarify/ask for clarification	• 6 to 8 exchanges • sentence length: about 8 words • greetings and polite expressions • fixed expressions • present tense	P3
13.4 Conversations to reach someone	• name of person • availability • why person is not available — wrong number — where person can be located • message — call to be returned — name — phone number	• begin/end a conversation • ask for someone • ask for/offer information about someone • clarify/ask for clarification • ask/answer an information question	• 4 to 6 exchanges • sentence length: about 8 words • greetings and polite expressions • fixed expressions • present tense	P_3

Oral Production in the ESL Program

Program: First-cycle secondary (Secondary 2)

Objective/ Test Type	Notions	Functions	Linguistic characteristics	Degree of mastery
14.1 Conversations about interests	• likes • • dislikes • • preferences • desires •	begin/end a conversation find out about other people's interests express interests 2 or 3 sentences • greetings and polite expressions • past, present and future tenses	• 6 to 8 exchanges • sentence length: about 8 words • exchanges may contain	P_s
14.2 Conversations about attitudes	• agreement/disagreement • certainty/uncertainty • indifference • express attitude	• begin/end a conversation • find out about other people's attitudes • greetings and polite expressions • fixed expressions • present tense	• 6 to 8 exchanges • exchanges may contain 2 or 3 sentences	P_s
14.3 Conversations about feelings	• happiness/sadness • anger • sympathy • fear	• begin/end a conversation • find out about other people's feelings • express feelings	• 6 to 8 exchanges • sentence length: about 8 words • exchanges may contain 2 or 3 sentences • greetings and polite expressions • intonation important • fixed expressions • past, present and future tenses	P_s

Oral Production in the ESL Program

Program: Second-cycle Secondary

Level of difficulty	Operation	Task	Weighting
1	restating	27. Reconstruct the chronological sequence of facts or events	Sec. 3 = 30% Sec. 4 = 20% Sec. 5 = 10%
	questioning	31. Ask one or more questions related to one or more discrete items of information 33. Answer one or more questions related to one or more discrete items of information 35. Ask someone to clarify a question 39. Describe the physical characteristics of a person, an animal, an object or a place	
2	restating	25. Reformulate facts or events 28. Relate similar or different information given by several people on same topic 29. Summarize briefly the main information transmitted by another person	Sec. 3 = 60% Sec. 4 = 60% Sec. 5 = 60%
	questioning	32. Ask a question related to one or more global items of information 34. Answer a question related to one or more global items of information 36. Ask someone to clarify the ideas expressed	
	asserting	37. Express an opinion or formulate a hypothesis 38. Formulate the main idea of the message transmitted by another person 41. Express oneself using information transmitted by several people on the same topic 42. Report facts or describe events	
3	restating	24. Reformulate arguments for or against 26. Reformulate opinions, ideas, subjective statements or prejudices 30. Summarize briefly the main information transmitted by several people on same topic	Sec. 3 = 10% Sec. 4 = 20% Sec. 5 = 30%

Oral Production in the ESL Program

Program: Second-cycle Secondary

Level of difficulty	Operation	Task	Weighting
	asserting	40. Formulate one's own arguments on a given topic 43. Tell a story	
	discussing	44. Discussing the similarities and differences between one's own hypotheses and someone else's 45. Discuss the similarities and differences between certain hypotheses and the facts, events, ideas expressed in a given text 46. Discuss certain opinions or ideas expressed by another person	

Day 5

Activity 2 ***Principles for Teaching and Evaluating Oral Production***

Objective To review the principles of the programs with reference to oral production

- The workshop leader will review the following principles as criteria for establishing construct validity.

- Be prepared to discuss their applicability to oral production (testing and teaching).

Criteria for Evaluating Instruments for Oral Production

The following criteria are extracted from the principles underlying the programs. Applying these principles to instruments of evaluation ensures construct validity.

1. The technique/situation creates a genuine need for communication.
2. The technique/situation presents a realistic and authentic context.
3. The technique/situation requires the student to perform authentic tasks.
4. The technique/situation takes into account the various characteristics prescribed by the program (e.g., notions, levels of difficulty, linguistic characteristics, degree of mastery/threshold, weighting).
5. The technique/situation focuses on communicative competence.

Day	5	
Activity	3	***From Teaching to Evaluation***
Objectives	To apply the principles of the program to oral production situations	

Part 1

- Form groups of two or three.
- Complete the questionnaire *Oral Situations and Construct Validity* on the following page.
- Be prepared to justify your answers.
- Share your findings with the group.

Part 2

- Using what you have learned from completing the questionnaire, prepare to make suggestions of oral activities that might be used for the teaching and evaluation of oral production.

Oral Situations and Construct Validity

Instructions: For each of the situations below, indicate which criteria of construct validity are not respected.

	Need for communication	Realistic and authentic context	Authentic tasks	Program content (notions, text, characteristics, etc.)	Focus on communicative competence
1. Students are asked to read a text aloud.					
2. Students are asked a list of questions. (e.g., How old are you? Where do you live? etc.)					
3. Students are told to ask each other specific questions prepared by the teacher (e.g., "Ask Julie where she lives.")					
4. Students are asked to prepare an oral report to be given the following week.					
5. Students are told to include certain linguistic features (such as three idiomatic expressions or two past tenses) in their oral presentation.					
6. Students are asked to name aspects from a picture.					
7. Students are given a list of words and instructed to make up oral sentences using these words.					
8. Students are asked to act out a dialogue that they've memorized beforehand.					
9. Students act out sketches taken from a drama book.					
10. Students act out sketches that they prepare in advance.					

Day	5	
Activity	4	***Evaluation Criteria for Oral Production***
Objective	To acquaint participants with criteria for evaluating oral production in a communicative approach	

- Look at the *Evaluation Criteria for Oral Production* on the next page.

- Comment on their suitability and practicality.

Evaluation Criteria for Oral Production

1. Independence:	• Spontaneous production, as opposed to the need to ask for clarification or assistance
2. Appropriacy:	• Correctness of the information presented, based on the prescribed task
3. Fluency:	• Speed of enunciation, evenness of tempo • Number of sentences in a reply
4. Accuracy:	• Correct style, vocabulary and structure; logical sequence of utterances
5. Flexibility:	• Ability to adjust to change of topic, listener's reaction

Day 5

Activity 5 ***Instruments for Oral Evaluation***

Objective To design types of instruments suitable for evaluating oral production

- Look at the criteria for oral evaluation presented in Activity 4.

- In groups of two or four, attempt to create one of the following, using the criteria in Activity 4 or other criteria.
  - student self-evaluation grid
  - student peer-evaluation grid
  - teacher observation grid
  - etc.

- Sample extracts have been provided on the following pages to help you get started.

- You'll be asked to present your instrument and also to comment on those of other groups of participants.

Student Self-Evaluation Grid (Extract)

	Always	Sometimes	Never
When I speak, I forget the words.			
When I have to speak to more than one person, I panic.			
I know what I want to say, but I can't think of the words.			
I translate in my head before I say anything.			
I try to get my idea across even if it doesn't sound just right.			
I use my dictionary when I can't find a word.			

Student Peer-Evaluation Grid (Extract)

	A little	A lot
He or she knows what he or she is talking about.		
He or she makes sense.		
He or she is clearly audible. (loudness)		
He or she sounds English. (intonation and pronunciation)		
He or she is fluent. (hesitancy)		
He or she is interesting.		

Teacher Observation Grid (Extract)

(Names of students)

__________ needs coaching/help with the following:

__________ — sentence structure.

__________ — using simple phrases: e.g., Would you mind ... ?
I'm sorry
Of course
Indeed
etc.

__________ — pronunciation of sounds like "s"

__________ lacks — logic/sequencing

__________ — understanding question words

__________ — knowledge of sequence markers

__________ — rhythm

__________ — coherence

__________ has improved — pace

__________ — intonation

__________ — length of sentences

__________ — use of verb tenses (time)

Day	5	
Activity	6	***Designing Situations for Oral Evaluation***
Objective	To give practice in writing items to be used in evaluating oral production in a communicative approach	

- Look at Activity 3, where techniques and situations suitable for evaluating oral production were elicited and discussed.

- Look at the samples given on the following page.

- Go over the *Item Specification Grid* on page 115 with your workshop leader. Then complete it for the three samples.

- Working in groups, produce one or more items to be used in evaluating oral production, basing yourself on the *Item Specification Grid*.

- Be prepared to present and explain your items and to comment on those of other teams.

Extract 1

KWAQ, the most popular radio station among teenagers, records its noon show from a different school every week. Your school is hosting this week and Keith Brown, *the* most handsome DJ, goes around the cafeteria interviewing students at random. Here he comes. Answer his questions.

"Well now, a nice brunette on our show. Tell me:

— Are you a KWAQ listener?

— What kind of music do you like?

— Do you enjoy our noon show?

— Do you think it's a good idea to visit schools like we do?"

Extract 2

Tu es à l'aéroport de Miami avec tes parents, attendant l'avion qui va te ramener à Montréal. En attendant que l'avion arrive, tu te promènes dans l'aéroport. Bientôt tu te rends compte que tu es perdu. Tu cherches à retrouver tes parents au restaurant près d'une pharmacie où tu les as laissés. Tu abordes un agent de sécurité. Que vas-tu lui dire pour qu'il t'aide?

Extract 3

Tu fais un échange d'étudiants. Tu te trouves à Toronto. Tu viens d'être témoin d'un accident de voiture. Le policier te demande de raconter ce que tu as vu.

Item Specification Grid

Objective(s)	Technique	Situation/Task	Characteristics	Level of performance
Extract 1 14.1 14.2 14.3				
Extract 2 4.2.2 4.7.5				
Extract 3 42				

Day 5

Activity 7 ***Practice in Evaluating Oral Production***

Objective To practise evaluating actual students involved in oral production

- Go over the *Scale for Evaluating Oral Production* on the following pages.
- Read the situations used for practising oral evaluation on pages 120-139. These are the situations that the students you will hear were given.
- Rate each student as you listen to the tape.
- Be prepared to justify your answers.

Scale for Evaluating Oral Production

Each aspect of the production will be measured according to the following scale:

1. Independence

Marked difficulty	The student can barely communicate, even with help. (1 point)
Some difficulty	The student can communicate with continuous help regardless of errors in structure and pronunciation. (2 points)
Acceptable degree of mastery	The student can communicate with a little help, regardless of errors in structure and pronunciation. (3 points)
Exceptional degree of mastery	The student can communicate without help, with few errors in structure and regardless of errors in pronunciation. (4 points)

2. Appropriacy

Marked difficulty	The information presented bears little or no relation to the prescribed task. (1 point)
Some difficulty	Approximately half of the information presented bears a clear relation to the prescribed task. (2 points)
Acceptable degree of mastery	The information presented bears a clear relation to the prescribed task. (3 points)
Exceptional degree of mastery	The information presented bears a clear relation to the prescribed task and imparts additional facts. (4 points)

3. Fluency

Marked difficulty	Sparse, incomplete utterances; slow, uneven tempo; frequent and prolonged hesitations. (1 point)
Some difficulty	Utterances limited to one short sentence, errors in structure, slow enunciation, some hesitation. (2 points)

Acceptable degree of mastery	Well-formed utterances occasionally containing more than one sentence regardless of errors in structure, normal speed, slight hesitation. (3 points)
Exceptional degree of mastery	Well-formed utterances with few or no errors in structure, varied structure, varied structure, several sentences in an utterance, normal speed and tempo, no hesitation. (4 points)

4. Accuracy

Marked difficulty	Student cannot produce structured speech even with help, lacks vocabulary, shows little evidence of logical sequence of utterances. (1 point)
Some difficulty	Student needs to ask for occasional help with vocabulary or structure; can produce coherent utterances in logical sequence. (2 points)
Acceptable degree of mastery	Student can produce a coherent, logical speech without help. (3 points)
Exceptional degree of mastery	Student can produce a coherent, logical speech; without help, including additional information relevant to the prescribed task. (4 points)

5. Flexibility

Marked difficulty	Student cannot adjust to unexpected speech; produces own utterances without regard to partner's reaction. (1point)
Some difficulty	Student usually (although not always) takes partner's reactions into account. (2 points)
Acceptable degree of mastery	Student can adjust to change of topic, takes partner's reactions into account and limits comments to the prescribed task. (3 points)
Exceptional degree of mastery	Student adjusts well to changes of topic, adds personal comments expanding on the topic and can elicit response from partner through questions not specified in the prescribed task. (4 points)

Oral Production Evaluation Grid

Name of student	Independence	Appropriacy	Fluency	Accuracy	Flexibility	Total /20
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						
31.						
32.						
33.						

1. Marked difficulty
2. Some difficulty
3. Acceptable degree of mastery
4. Exceptional degree of mastery

Situations Used for Practising Oral Evaluation

SITUATION 1 : Objectif 12.1

Tâche A : Un(e) nouvel(le) élève anglophone vient d'arriver à ton école. Afin de l'intégrer à ton groupe, tu lui parles un peu de tes copains (copines) de classe. Voici ce que vous dites de ton (ta) meilleur(e) ami(e).

Tu parles en premier. Tu dois...

1. ... demander si l'élève B connaît ton (ta) meilleur(e) ami(e);
2. ... décrire l'apparence physique de ton (ta) meilleur(e) ami(e);
3. ... parler de ses activités préférées.

Tâche B : Tu arrives dans une école anglophone. Un(e) jeune de ton âge t'accueille et te parle de ses copains de classe. Voici ce que vous dites de son (sa) meilleur(e) ami(e).

Tu parles en deuxième. Tu dois...

1. ... dire que tu ne connais pas l'ami(e) de ton (ta) copain (copine) et te renseigner sur son apparence physique;
2. ... t'enquérir de ses activités préférées;
3. ... exprimer ton désir de rencontrer l'ami(e) de ton (ta) copain (copine).

Situations Used for Practising Oral Evaluation

SITUATION 2 : Objectif 13.2

Tâche A : Tu appelles un(e) ami(e) anglophone, que tu n'as pas vu depuis quelque temps, pour l'inviter à une partie Canadiens-Nordiques au Colisée de Québec.

Tu parles en premier. Tu dois...

1. ... engager la conversation et demander à ton ami(e) de t'accompagner à une partie de hockey au Colisée de Québec;
2. ... répondre en mentionnant la date et l'heure;
3. ... exprimer ta déception et demander la raison du refus.

Tâche B : Un(e) ami(e) anglophone, que tu n'as pas vu depuis quelque temps, t'appelle pour t'inviter à une partie Canadiens-Nordiques au Colisée de Québec.

Tu parles en deuxième. Tu dois...

1. ... exprimer ta surprise et demander quand et à quelle heure est la partie;
2. ... dire que tu es désolé(e) mais que tu dois refuser son invitation;
3. ... donner une bonne raison et lui dire de t'appeler une prochaine fois.

Situations Used for Practising Oral Evaluation

SITUATION 3 : Objectif 13.1

Tâche A : Tu rencontres un(e) visiteur(euse) anglophone dans le hall central de l'école. Celui-ci (Celle-ci) te demande où se trouve le bureau du directeur.

Tu engages la conversation. Tu dois...

1. ... offrir d'aider le (la) visiteur(euse);
2. ... donner le renseignement demandé sans donner le détails;
3. ... indiquer le chemin à suivre;
4. ... terminer la conversation.

Tâche B : Tu te trouves dans une école anglaise et tu demandes à un(e) élève de t'indiquer l'endroit où se trouve le bureau du directeur.

Tu parles en deuxième. Tu dois...

1. ... remercier de l'offre qui t'est faite et demander où se trouve le bureau du directeur;
2. ... demander de t'indiquer le chemin car tu ne connais pas l'école;
3. ... remercier l'élève et lui souhaiter une bonne journée.

Situations Used for Practising Oral Evaluation

SITUATION 4 : Objectif 12.2

Tâche A : Un(e) de tes amis(es) anglophones arrive d'un échange d'étudiants. Tu le (la) rencontres au moment où ses parents le (la) ramènent à la maison.

Tu parles en premier. Tu dois...

1. ... saluer ton ami(e) et lui demander où il (elle) est allé(e);
2. ... demander comment il (elle) est allé(e) là-bas;
3. ... demander quelles ont été ses activités préférées;
4. ... dire ce que toi, tu as fait pendant tes vacances.

Tâche B : Tu arrives d'un échange d'étudiants à Toronto. Tu rencontres un(e) ami(e) anglophone et ce (cette) dernier(ère) s'informe de ton voyage.

Tu parles en deuxième. Tu dois...

1. ... répondre à ses salutations et lui dire où tu es allé(e);
2. ... dire le moyen de transport utilisé et ta réaction suite à cette nouvelle expérience;
3. ... décrire tes activités préférées.

Situations Used for Practising Oral Evaluation

SITUATION 5 : Objectif 12.1

Tâche A : Un(e) nouvel(le) élève anglophone vient d'arriver à ton école. Afin de l'intégrer à ton groupe, tu lui parles un peu de tes copains (copines) de classe. Voici ce que vous dites de ton (ta) meilleur(e) ami(e).

Tu parles en premier. Tu dois...

1. ... demander si l'élève B connaît ton (ta) meilleur(e) ami(e);
2. ... décrire l'apparence physique de ton (ta) meilleur(e) ami(e);
3. ... parler de ses activités préférées.

Tâche B : Tu arrives dans une école anglophone. Un(e) jeune de ton âge t'accueille et te parle de ses copains de classe. Voici ce que vous dites de son (sa) meilleur(e) ami(e).

Tu parles en deuxième. Tu dois...

1. ... dire que tu ne connais pas l'ami(e) de ton (ta) copain (copine) et te renseigner sur son apparence physique;
2. ... t'enquérir de ses activités préférées;
3. ... exprimer ton désir de rencontrer l'ami(e) de ton (ta) copain (copine).

Situations Used for Practising Oral Evaluation

SITUATION 6 : Objectif 12.2

Tâche A : Un(e) de tes amis(es) anglophones arrive d'un échange d'étudiants. Tu le (la) rencontres au moment où ses parents le (la) ramènent à la maison.

Tu parles en premier. Tu dois...

1. ... saluer ton ami(e) et lui demander où il (elle) est allé(e);
2. ... demander comment il (elle) est allé(e) là-bas;
3. ... demander quelles ont été ses activités préférées;
4. ... dire ce que toi, tu as fait pendant tes vacances.

Tâche B : Tu arrives d'un échange d'étudiants à Toronto. Tu rencontres un(e) ami(e) anglophone et ce (cette) dernier(ère) s'informe de ton voyage.

Tu parles en deuxième. Tu dois...

1. ... répondre à ses salutations et lui dire où tu es allé(e);
2. ... dire le moyen de transport utilisé et ta réaction suite à cette nouvelle expérience;
3. ... décrire tes activités préférées.

Situations Used for Practising Oral Evaluation

SITUATION 7 : Objectif 13.1

Tâche A : Tu rencontres un(e) visiteur(euse) anglophone dans le hall central de l'école. Celui-ci (Celle-ci) te demande où se trouve le bureau du directeur.

Tu engages la conversation. Tu dois...

1. ... offrir d'aider le (la) visiteur(euse);
2. ... donner le renseignement demandé sans donner de détails;
3. ... indiquer le chemin à suivre;
4. ... terminer la conversation.

Tâche B : Tu te trouves dans une école anglaise et tu demandes à un(e) élève de t'indiquer l'endroit où se trouve le bureau du directeur.

Tu parles en deuxième. Tu dois...

1. ... remercier de l'offre qui t'est faite et demander où se trouve le bureau du directeur;
2. ... demander de t'indiquer le chemin car tu ne connais pas l'école;
3. ... remercier l'élève et lui souhaiter une bonne journée.

Situations Used for Practising Oral Evaluation

SITUATION 8 : Objectif 13.2

Tâche A : Tu appelles un(e) ami(e) anglophone, que tu n'as pas vu depuis quelque temps, pour l'inviter à une partie Canadiens-Nordiques au Colisée de Québec.

Tu parles en premier. Tu dois...

1. ... engager la conversation et demander à ton ami(e) de t'accompagner à une partie de hockey au Colisée de Québec;
2. ... répondre en mentionnant la date et l'heure;
3. ... exprimer ta déception et demander la raison du refus.

Tâche B : Un(e) ami(e) anglophone, que tu n'as pas vu depuis quelque temps, t'appelle pour t'inviter à une partie Canadiens-Nordiques au Colisée de Québec.

Tu parles en deuxième. Tu dois...

1. ... exprimer ta surprise et demander quand et à quelle heure est la partie;
2. ... dire que tu es désolé(e) mais que tu dois refuser son invitation;
3. ... donner une bonne raison et lui dire de t'appeler une prochaine fois.

Situations Used for Practising Oral Evaluation

SITUATION 9 : Objectif 13.4

Tâche A : Un(e) jeune anglophone appelle à la maison pour parler à X mais X n'est pas là.

Tu parles en premier. Tu dois...

1. ... répondre au téléphone;
2. ... dire que tu es désolé mais que X n'est pas à la maison;
3. ... dire que tu ne sais pas et lui demander s'il (si elle) veut laisser un message;
4. ... dire que tu feras le message à X.

Tâche B : Tu appelles un(e) ami(e) anglophone afin de l'inviter à sortir avec toi ce soir.

Tu parles en deuxième. Tu dois...

1. ... saluer la personne qui répond et demander de parler à ton ami(e);
2. ... demander où se trouve ton ami(e);
3. ... laisser le message de te rappeler chez toi avant six heures;
4. ... remercier et terminer la conversation.

Situations Used for Practising Oral Evaluation

SITUATION 10 : Objectif 12.1

Tâche A : Tu appelles un(e) ami(e) anglophone pour lui parler du beau garçon (de la belle fille) que tu as rencontré(e) à la disco de l'école hier soir.

Tu parles en premier. Tu dois...

1. ... engager la conversation en disant que tu as rencontré quelqu'un;
2. ... mentionner son nom et le (la) décrire physiquement;
3. ... répondre à la question qui te sera posée sur les goûts et/ou intérêts de ce (cette) nouvel(le) ami(e).

Tâche B : Un(e) de tes amis(es) anglophones t'appelle pour te parler de quelqu'un qu'il (elle) a rencontré à la disco de l'école hier soir.

Tu parles en deuxième. Tu dois...

1. ... répondre à la salutation en t'informant de l'identité de la personne;
2. ... exprimer ton intérêt et t'informer des goûts de ce (cette) nouvel(le) ami(e);
3. ... mentionner le désir de rencontrer le beau garçon (la belle fille) et terminer la conversation.

Situations Used for Practising Oral Evaluation

SITUATION 11 : Objectif 12.2

Tâche A : Un(e) de tes amis(es) anglophones arrive d'un échange d'étudiants. Tu le (la) rencontres au moment où ses parents le (la) ramènent à la maison.

Tu parles en premier. Tu dois...

1. ... saluer ton ami(e) et lui demander où il (elle) est allé(e);
2. ... demander comment il (elle) est allé(e) là-bas;
3. ... demander quelles ont été ses activités préférées;
4. ... dire ce que toi, tu as fait pendant tes vacances.

Tâche B : Tu arrives d'un échange d'étudiants à Toronto. Tu rencontres un(e) ami(e) anglophone et ce (cette) dernier(ère) s'informe de ton voyage.

Tu parles en deuxième. Tu dois ...

1. ... répondre à ses salutations et lui dire où tu es allé(e);
2. ... dire le moyen de transport utilisé et ta réaction suite à cette nouvelle expérience;
3. ... décrire tes activités préférées.

Situations Used for Practising Oral Evaluation

SITUATION 12 : Objectif 12.3

Tâche A : C'est ton anniversaire et tu as reçu en cadeau un disque de Madonna et une bicyclette. Tu téléphones à ton ami(e) anglophone pour lui en parler.

Tu parles en premier. Tu dois…

1. … saluer et demander à ton (ta) copain (copine) s'il sait ce que tu as reçu pour ta fête;
2. … mentionner tes cadeaux et ta satisfaction;
3. … donner des précisions sur ta bicyclette ou sur le disque.

Tâche B : Ton ami(e) anglophone t'appelle pour te parler de ses cadeaux de fête.

Tu parles en deuxième. Tu dois…

1. … répondre à ses salutations et t'informer des cadeaux qu'il (elle) a reçus;
2. … exprimer ta joie et demander des précisions sur un des objets;
3. … dire que tu es content(e) pour lui (elle) et le (la) féliciter.

Situations Used for Practising Oral Evaluation

SITUATION 13 : Objectif 13.1

Tâche A : Tu es à la gare de trains de Toronto. Tu n'as pas d'horaire et tu aimerais savoir quel train prendre pour Québec. Tu aperçois un(e) jeune avec un horaire à la main.

Tu parles en premier. Tu dois...

1. ... engager la conversation et demander à la personne si elle peut t'aider;
2. ... dire que tu veux aller à Québec et que tu ne sais pas quel train prendre;
3. ... remercier l'interlocuteur(trice) et demander quel est le numéro du train à prendre.

Tâche B : Tu es dans la gare de trains de Toronto. Alors que tu consultes l'horaire de trains que tu tiens à la main, un(e) jeune s'approche de toi.

Tu parles en deuxième. Tu dois...

1. ... répondre que tu veux bien l'aider et demander ce que tu peux faire;
2. ... dire que la personne doit prendre le train de 8 heures pour Montréal et de là, changer pour celui de 13 heures vers Québec;
3. ... donner un numéro de train et souhaiter bon voyage.

Situations Used for Practising Oral Evaluation

SITUATION 14 : Objectif 13.1

Tâche A : Tu rencontres un(e) visiteur(euse) anglophone dans le hall central de l'école. Celui-ci (Celle-ci) te demande où se trouve le bureau du directeur.

Tu engages la conversation. Tu dois...

1. ... offrir d'aider le (la) visiteur(euse);
2. ... donner le renseignement demandé sans donner de détails;
3. ... indiquer le chemin à suivre;
4. ... terminer la conversation.

Tâche B : Tu te trouves dans une école anglaise et tu demandes à un(e) élève de t'indiquer l'endroit où se trouve le bureau du directeur.

Tu parles en deuxième. Tu dois...

1. ... remercier de l'offre qui t'est faite et demander où se trouve le bureau du directeur;
2. ... demander de t'indiquer le chemin car tu ne connais pas l'école;
3. ... remercier l'élève et lui souhaiter une bonne journée.

Situations Used for Practising Oral Evaluation

SITUATION 15 : Objectif 12.4

Tâche A : Tu pars en voyage à la fin du mois. Tu appelles ton ami(e) anglophone pour lui parler de ton projet.

Tu parles en premier. Tu dois...

1. ... saluer ton ami(e) et lui annoncer que tu pars en voyage;
2. ... répondre par le nom de la ville et du pays;
3. ... nommer deux ou trois endroits que tu visiteras dans cette ville.

Tâche B : Ton ami(e) anglophone t'appelle pour te dire qu'il (elle) part en voyage à la fin du mois. Tu t'informes de son projet.

Tu parles en deuxième. Tu dois...

1. ... demander où ton ami(e) va exactement;
2. ... demander ce qu'il (elle) va visiter dans cette ville;
3. ... nommer un ou deux endroits que toi tu aimerais visiter.

Situations Used for Practising Oral Evaluation

SITUATION 16 : Objectif 12.1

Tâche A : Un(e) nouvel(le) élève anglophone vient d'arriver à ton école. Afin de l'intégrer à ton groupe, tu lui parles un peu de tes copains (copines) de classe. Voici ce que vous dites de ton (ta) meilleur(e) ami(e).

Tu parles en premier. Tu dois...

1. ... demander si l'élève B connaît ton (ta) meilleur(e) ami(e);
2. ... décrire l'apparence physique de ton (ta) meilleur(e) ami(e);
3. ... parler de ses activités préférées.

Tâche B : Tu arrives dans une école anglophone. Un(e) jeune de ton âge t'accueille et te parle de ses copains de classe. Voici ce que vous dites de son (sa) meilleur(e) ami(e).

Tu parles en deuxième. Tu dois...

1. ... dire que tu ne connais pas l'ami(e) de ton (ta) copain (copine) et te renseigner sur son apparence physique;
2. ... t'enquérir de ses activités préférées;
3. ... exprimer ton désir de rencontrer l'ami(e) de ton (ta) copain (copine).

Situations Used for Practising Oral Evaluation

SITUATION 17 : Objectif 13.2

Tâche A : Tu appelles un(e) ami(e) anglophone, que tu n'as pas vu depuis quelque temps, pour l'inviter à une partie Canadiens-Nordiques au Colisée de Québec.

Tu parles en premier. Tu dois...

1. ... engager la conversation et demander à ton ami(e) de t'accompagner à une partie de hockey au Colisée de Québec;
2. ... répondre en mentionnant la date et l'heure;
3. ... exprimer ta déception et demander la raison du refus.

Tâche B : Un(e) ami(e) anglophone, que tu n'as pas vu depuis quelque temps, t'appelle pour t'inviter à une partie Canadiens-Nordiques au Colisée de Québec.

Tu parles en deuxième. Tu dois...

1. ... exprimer ta surprise et demander quand et à quelle heure est la partie;
2. ... dire que tu es désolé(e) mais que tu dois refuser son invitation;
3. ... donner une bonne raison et lui dire de t'appeler une prochaine fois.

Situations Used for Practising Oral Evaluation

SITUATION 18 : Objectif 13.4

Tâche A : Un(e) jeune anglophone appelle à la maison pour parler à X mais X n'est pas là.

Tu parles en premier. Tu dois…

1. … répondre au téléphone;
2. … dire que tu es désolé mais que X n'est pas à la maison;
3. … dire que tu ne sais pas et lui demander s'il (si elle) veut laisser un message;
4. … dire que tu feras le message à X.

Tâche B : Tu appelles un(e) ami(e) anglophone afin de l'inviter à sortir avec toi ce soir.

Tu parles en deuxième. Tu dois…

1. … saluer la personne qui répond et demander de parler à ton ami(e);
2. … demander où se trouve ton ami(e);
3. … laisser le message de te rappeler chez toi avant six heures;
4. … remercier et terminer la conversation.

Situations Used for Practising Oral Evaluation

SITUATION 19 : Objectif 13.3

Tâche A : Tu prépares une réception pour la fin de l'année. Il te manque un disque. Tu rencontres un(e) ami(e).

Tu parles en premier. Tu dois...

1. ... saluer ton ami(e), lui dire que tu organises une réception et demander si tu peux emprunter un disque;
2. ... répondre que tu désires de la musique rock et demander s'il (si elle) en a;
3. ... donner le titre désiré et demander à ton ami(e) de l'apporter à la soirée.

Tâche B : Un(e) de tes ami(es) prépare une réception et veut emprunter un disque.

Tu parles en deuxième. Tu dois...

1. ... répondre aux salutations et demander quelle sorte de musique il (elle) désire;
2. ... dire que tu as trois ou quatre de ces disques, donner les titres et demander à ton ami(e) de choisir;
3. ... accepter d'apporter le disque et terminer la conversation.

Situations Used for Practising Oral Evaluation

SITUATION 20 : Objectif 12.4

Tâche A : Ton (ta) copain (copine) anglophone part en vacances pour l'été. Tu t'informes de l'endroit.

Tu parles en premier. Tu dois...

1. ... saluer et demander à ton (ta) copain (copine) où il (elle) passera ses vacances;
2. ... demander de préciser le lieu de sa destination;
3. ... dire que tu as déjà visité l'endroit;
4. ... parler de la température.

Tâche B : Tu pars en vacances pour l'été. Tu rencontres un(e) copain (copine) anglophone qui s'informe de tes projets.

Tu parles en deuxième. Tu dois...

1. ... répondre aux salutations de ton ami(e) et mentionner ta destination;
2. ... répondre en précisant où se trouve l'endroit;
3. ... demander des précisions sur la température.

Gouvernement du Québec
Ministère
de l'Éducation